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ABSTRACT

This document reviews the attributes of instructional effectiveness and supervisory practices in special education and examines the extent to which these attributes and practices are used as criterion measures for supervising instruction. The document prescribes and recommends exemplary practices that supervisors in special education ought to engage in to effectively supervise special education instruction. The first section reviews research on teacher effectiveness, identifying teacher competencies that can be used to assist in designing criteria and standards for supervising special education instructional personnel. The first section also reviews research on effective supervisory processes. The second section describes the current status of supervision of instruction in special education programs. An analysis is conducted on a sample of special education supervisory and evaluative instruments and processes to determine whether these instruments and processes contain effective components. The third section identifies and describes selected exemplary models and practices currently in use in local special education programs. Lastly, the document presents implications for supervisory personnel on the effective supervision of instruction. An appendix provides copies of five exemplary supervision models and observation instruments. (Contains 25 references.) (JDD)

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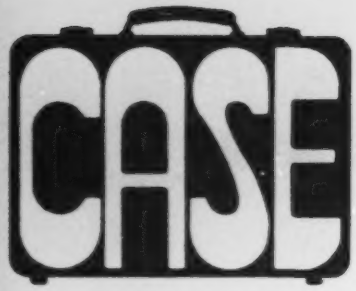

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION, INCORPORATED

A DIVISION OF THE COUNCIL FOR EXCEPTIONAL CHILDREN

CASE RESEARCH COMMITTEE

INFORMATION DISSEMINATION PACKET

INSTRUCTIONAL SUPERVISION IN SPECIAL EDUCATION:

Integrating Teacher Effectiveness Research Into Model Supervisory Practices

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1992

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INTRODUCTION

The purpose of this packet is to shed light on the attributes of instructional effectiveness and supervisory practices in special education and to determine the extent to which these attributes/practices are used as criterion measures or benchmarks for supervising instruction. The packet prescribes and recommends exemplary practices supervisors in special education ought to engage in to effectively supervise special education instruction. The packet is organized in four sections. The first section presents a review of the research conducted on teacher effectiveness and describes selected effective supervisory processes. The second section describes the current status of supervision of instruction in special education programs. An analysis is conducted on a sample of special education supervisory and evaluative instruments and processes to determine whether these instruments and processes contain components described as effective in the literature and research. The third section identifies and describes selected exemplary models and practices currently in use in local special education programs. Lastly, the packet presents implications for supervisory personnel on the effective supervision of instruction.

The following vignettes are offered to illustrate some key issues which presently confront the field on the topic of instructional supervision.

Vignette #1

Mr. Polite, principal of Wildwood School, has an uncomfortable task to perform today. It's February 15th and the deadline for submitting teacher

evaluations as per district policy is tomorrow. He has informed Miss Peach, self-contained LD teacher, that today he will observe her class for the purposes of evaluation. This is his first visit to her classroom this year. It's not that he has intentionally avoided doing his supervisory duties, but he has been burdened with more important tasks such as arranging and conducting tours and filling out purchase orders. He is looking forward to completing the dreadful task so he can fill out the evaluation forms and meet his deadline.

CRITICAL ISSUE - THE PERCEPTION OF SUPERVISION AND ITS DISTINCTION FROM EVALUATION

This vignette illustrates how one's perception of supervision can adversely affect the supervisory process. How the process of supervision is perceived and valued has direct implications on how the process is carried out. Many professionals charged with the responsibility of supervision have difficulty separating supervision from evaluation. A majority of the experts in the field agree that the supervisory process should be predicated on the construct of trust.

A consequence of consistent, planned, consultative interaction is trust. Trust relationships are developed through non-threatening, supportive behaviors demonstrated by the supervisor. The role of supervisor is facilitative; he or she provides feedback (descriptive information) to the teacher. The supervisor must provide ways in which the teacher can self-disclose on his/her strengths and weaknesses.

Yet the behaviors of many instructional supervisors are more evaluative than consultative. Supervision here is characterized by the supervisor observing the lesson, drawing conclusions, and presenting a critical analysis, telling the teacher how to improve.

Vignette #2

Mr. Polite, with the help of his floor plan, locates Miss Peach's room. He enters to find the class engaged in a math lesson. As he begins to document the events that take place in the classroom he is faced with another dilemma. In this special education classroom, what are the competencies and behaviors that Miss Peach should demonstrate in teaching the lesson? What should Miss Peach have done prior to the lesson to effectively plan and prescribe worthy academic activities? Mr. Polite is not sure what to do. His only exposure to learning disabilities is his yearly visits to Miss Peach's classroom and the discipline occasionally required during recess involving her students.

CRITICAL ISSUE - DETERMINING EFFECTIVE TEACHER COMPETENCIES

Research indicates that effective teachers tend to exhibit certain characteristics or competencies. The issue of identifying, measuring, and validating these competencies, however, is particularly challenging in special education. Students exhibiting a wide range of skill levels with various cognitive and sensory deficits make the teaching task more difficult. Special education instructional personnel must not only contend with these cognitive level differences but also must demonstrate a broad range of abilities and competencies to manage diverse capacities and learned behaviors. Relatively few studies have been conducted within special education which identify specific characteristics, competencies, or other teaching variables which have a positive affect on student learning. It is, therefore, necessary to examine the extensive body of teacher effectiveness research conducted in regular education in order to draw conclusions on how this research can assist special education supervisory practices.

Medley,[1] identified two important ways of improving teacher effectiveness of teachers. They are: (1) by improving the way teachers are evaluated and (2) by changing the way teachers are educated. These changes, he states, can result in teacher improvement only if they are based on accurate information relating to the differences in the competencies between more effective and less-effective teachers. The only reliable source of such information is sound research conducted on teacher effectiveness.

Vignette #3

> As Mr. Polite leaves Miss Peach's class,he informs her that he would like to see her after school to discuss the observation. As he walks back to his office he ponders over what remarks he will make to Miss Peach about her lesson and what to write on the evaluation. If only he had patched up his professional relationship with Mrs. Smith, the district's LD coordinator. Some time ago, Mrs. Smith and he vehemently argued over who would be responsible for conducting the supervisory and evaluative functions for the LD teachers at Wildwood School. The disagreement alienated Mrs. Smith, consequently causing a deterioration of technical assistance provided to the learning disabilities teachers in the building.

CRITICAL ISSUE - ROLE CLARITY IN THE SUPERVISION AND EVALUATION OF SPECIAL EDUCATION INSTRUCTIONAL STAFF

There is a role conflict inherent in supervision and evaluation. The evaluation process tends to inhibit open communication between the evaluator and the teacher making the teachers more guarded and reluctant to openly discuss problems. Effective supervision requires open communication. One possible solution to this problem is establishing two supervisory roles: the administrative supervisor who evaluates and the consultative supervisor who supervises in a facilitative, helping sense. In

our vignette, technical assistance and supervision in the context of facilitation would be the responsibility of the LD coordinator with evaluation conducted by the principal. This obviously requires clear, carefully planned policies and procedures delineating role requirements and cooperation among all involved parties.

Many school districts, however, are not afforded the luxury of having dual supervision. The task of supervision usually becomes the responsibility of the building principal or district designee who must both supervise and evaluate staff. Teachers consistently report that their primary source of assistance is their peers.[2] When instructional supervisors lack the skills directly related to instruction, teachers look elsewhere for assistance. Consequently, supervision is seen as being unrelated to improving instruction. Occasional and infrequent visits to classrooms merely highlight the episodic nature of supervision. Training and technical assistance provided to the principal who is solely responsible for the supervision of special education classes becomes a necessary and extremely important component of improving instructional supervision.

Vignette #4

> Mr. Polite meets with Miss Peach and conducts a brief, laudatory "pat on the back" conference concluded with the signing of the glowing evaluation. Miss Peach asks what are the areas that she can improve upon. Mr. Polite responds that there aren't any areas of improvement but it appears to him that the evaluation instrument needs to be perfected. He informs Miss Peach of his plans to recommend to the superintendent the formation of a committee made up of special education staff in the district to develop more appropriate observation and evaluation instruments.

Over a period of time the committee meets and begins developing the instruments and processes. They decide the best way to go about the task is to design the new instruments from a collection of instruments used in neighboring special and regular education districts. The instruments are developed and everyone from the superintendent on down is pleased with the participative nature of the design process.

CRITICAL ISSUE - THE VALIDITY OF TEACHER PERFORMANCE CRITERIA IN EVALUATING SPECIAL EDUCATION INSTRUCTION

The impact of teacher effectiveness research on supervision practices has been ineffectual. This is true in both regular and special education. Few supervision practices have been designed based on teacher effectiveness research. In many instances, supervisory processes and evaluation instruments have been constructed by ad hoc committees of district personnel with little regard for testing the validity of the identified competencies with teacher effectiveness research. Instruments used to monitor and evaluate the performance of special education personnel have been found to be identical to those used in regular education. The result of not operating from any firm research base has contributed to supervisors utilizing fundamentally unsound criteria to observe, monitor, and evaluate instructional personnel.

The remaining contents of this packet will contend with these critical issues and offer some solutions to the problems. It is believed that if supervisors, including regular building principals, can draw upon empirical evidence of effective instructional practices, the delivery of special education instruction can be improved. Additionally, this research can

enhance the development of more educationally meaningful criteria for monitoring, evaluating teacher performance, and providing technical assistance.

1.0 RESEARCH ON TEACHER EFFECTIVENESS

The purpose of this section of the packet is to highlight significant findings from studies aimed at uncovering effective instructional practices in education. Many factors which are generally known to affect student behavior and achievement can be controlled or influenced by teachers.. Presenting this body of information is intended to provide insight into the understanding of how the actions of teachers can positively influence the outcomes of the instructional process. This review on teacher effectiveness will identify teacher competencies that can be used by educational personnel to assist in the design of criteria and standards for supervising special education instructional personnel. Three phases or cycles of research have been conducted on instructional effectiveness. The review will give rise to the development of a framework of competencies which will be used to compare and contrast existing criteria in use for measuring teacher performance.

THE SEARCH FOR EFFECTIVE TEACHER COMPETENCIES

The research on teacher effectiveness has occupied a conspicuous place within educational inquiry over the past half century. According to Rosenshine[3] this research has progressed through three cycles or phases. The first cycle was characterized by the attempt to identify characteristics of successful teachers aside from their actual teaching ability. This early research perceived effectiveness as a result of specified personality traits or characteristics exhibited by the teachers. Researchers were not concerned with assessing teachers

in classroom situations or measuring student learning. This effort led to the development of teacher rating scales in the 1930's which were devised to evaluate teachers. Over a period of time this phase failed to identify characteristics of effective teachers that had universal utility.

Phase two of the research on teacher effectiveness, which began in the 1950's, focused on the methodology of teaching. During this period researchers attempted to ascertain whether pupils would learn more when taught by one method over another. Again, as in phase one, no observations of teachers actually teaching were conducted.

In the third phase of research, the focus of teacher effectiveness was on systematic observation of teachers actually conducting instruction. This phase began during the 1950's through the early 1970's with the works of interaction analyses[4] and the first Handbook of Research on Teaching[5]. These and other factors ultimately led to research which is commonly referred to as "process-product" studies. Researchers using this methodology actually observe the teaching process to determine its relationship to student learning.

As early as 1963, Carroll's[6] research focused on the match between the time needed for learning and the time that is actually spent in learning. He equated student learning to five factors: (1) aptitude, which is the amount of time a student would need to learn a concept; (2) the ability to understand the teacher's lesson; (3) perseverance, which is the amount of time a student is willing to devote to learning; (4) opportunity to learn, which is later referred to in the literature as allocated

time; and (5) quality of instruction, i.e., the relationship of the teaching style of the instructor to the students' learning style. Carroll's study served as a precursor to the current research of time on task. Thus, the effectiveness question is formulated in terms of the relationships between the teacher's instructional behavior pattern (process) and the degrees of student learning outcomes (product). These behavior patterns have been more commonly referred to as "teaching styles or dimensions of classroom climate".[7] The prominent contributors of research during this phase were Berliner, Bloom, Fisher, Harnischfeger, and Wiley. This cycle of research has yielded significant results in the quest for determining effective teaching competencies and thus requires further elaboration.

PROCESS-PRODUCT RESEARCH

Graham[8] categorized the process-product research to date into three subphases.

The first subphase concentrated on determining a set of generic variables of teacher effectiveness. Research centered on identifying observable variables that pinpoint characteristic teaching behaviors of more effective teachers without consideration of subject level, grade, or student abilities. The Rosenshine and Furst[9] study was the most significant effort during this subphase which provided a framework for the more recent studies. A review of fifty studies on process-product research gave rise to ten aspects or variables of teaching style or classroom climate which relate to pupil learning. The variables which yielded the most consistent results were: (1) clarity of

teacher presentation, (2) enthusiasm of the teacher, (3) variety of activities during the lesson, (4) task oriented and business like behaviors in the classroom, (5) content covered by the class, (6) the teacher's acknowledgement and encouragement of student's ideas during discussion, (7) use of a variety of types of questions, (8) criticism of the student, (9) use of structuring comments at the start of and during a lesson and (10) probing of students' responses by the teacher. Rosenshine[10] noted that the first five of these variables had the strongest support at that time.

There were two significant refinement efforts from the above landmark research conducted by Rosenshine which differentiated the second subphase from the first subphase of process-product research. The first finding stipulated that few teaching behaviors are generic but rather situation specific. A teacher's effectiveness is contingent upon such factors as students' socioeconomic status, grade level, and subject matter. The second refinement effort concentrated on Rosenshine's variable of "student opportunity to learn criterion material" and subsequently was the variable which has received a tremendous amount of attention since the late 1970's. Research indicates that this variable of time spent on criteria materials, since refined to distinguish between allocated time (time allotted by a teacher for a specific subject) and engaged time (time actually spent working with criterion material), frequently discriminated more effective from less effective teachers.

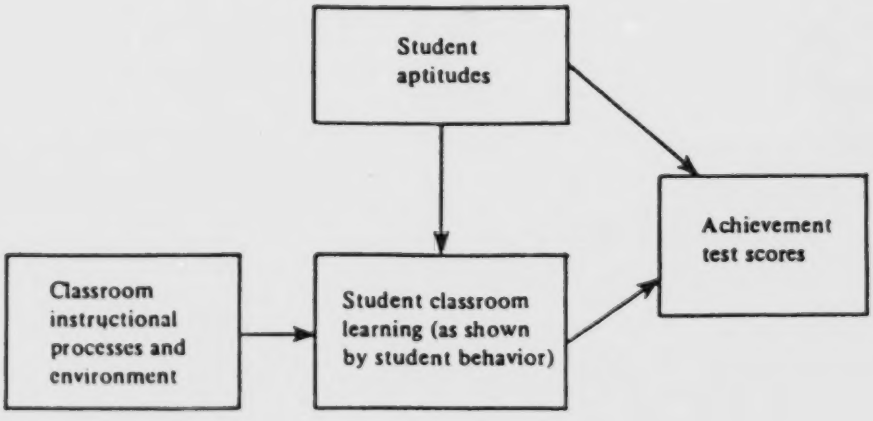
The finding that the amount of time students actually spend on criterion materials correlates positively with student learning has led to the third subphase of process-product research. In this subphase the question "What behaviors do teachers demonstrate who have higher engaged time?" is asked. This subphase has focused predominantly on two concepts: Direct Instruction and Academic Learning Time.

ACADEMIC LEARNING TIME

The concept of Academic Learning Time (ALT) evolved from the work conducted by researchers at Far West Laboratories for Educational Research and Development in San Francisco during the mid-seventies. The study was called the Beginning Teacher Evaluation Study (BTES). The original intent of this complex six-year study was to identify desirable characteristics of beginning teachers. The emphasis shifted, however, to the focus of identifying teaching activities and learning conditions which foster student achievement in elementary schools. Specifically it concentrated on the relationship between time and learning.

One of the outcomes of the BTES was the development of a conceptual model of instruction which is depicted below. This model presented the view that certain instructional processes led to classroom learning for a particular student which is reflected in achievement test scores. Two measures of student learning are specified: student classroom behavior and student achievement test scores.

Figure 1 A Model of Classroom Instruction


Student aptitudes
Achievement test scores
Classroom instructional processes and environment
Student classroom learning (as shown by student behavior)

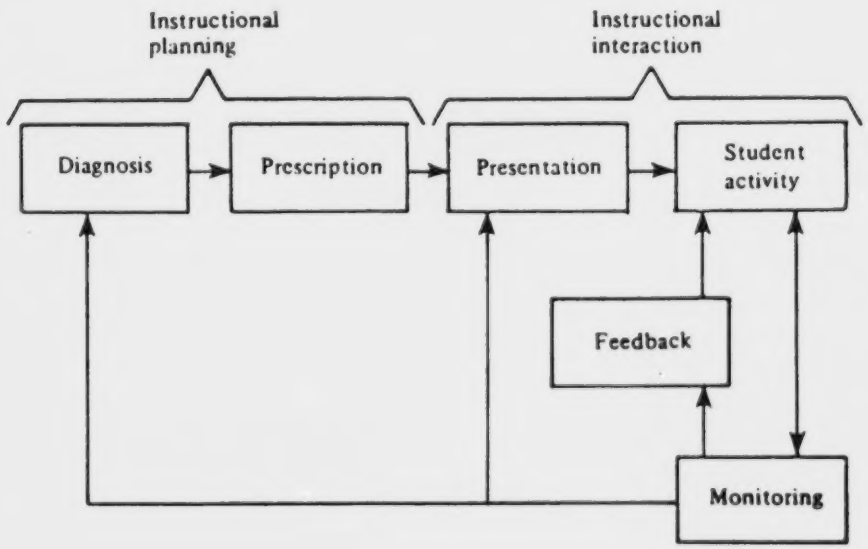
As the study progressed, a concept known as ALT evolved. ALT is a measure of student classroom learning using observable student behavior. It refers to the amount of time a pupil spends engaged in an academic task that can be performed with a high rate of success.

Three variables which constitute ALT are allocated time, engaged time, and rate of success. Allocated time is the amount of time each teacher sets aside per day for a particular subject. This by itself will not necessarily lead to gains in student achievement or attention to task. With the addition of the second concept of engaged time, researchers directly observed the portion of allocated time during which the student is paying attention or engaged in the lesson. Thirdly, researchers measured the success rates in academic tasks that students achieved. If the match between the task and the student's current ability level was accurate it will have a positive influence on the amount of knowledge the student will learn. For instance, if a particular task is too difficult for the student it will result in few correct responses and the outcome will be that not much learning will occur. If the student does produce correct responses on the task it is believed that learning has occurred consequently the student's success rate on the task will, in part, determine the amount of learning. In terms of the ALT model, the more time spent with students in successful activities, the greater the increase in achievement. (This is true within certain limitations. For example, a particularly bright student who is continually provided with high success activities may quickly loose interest in not being challenged by the lessons.)

INSTRUCTIONAL FUNCTIONS

Another significant outcome of the BTES was the identification of instructional functions teachers exhibit before and during instruction. These functions were divided into five categories of teaching behaviors which influence student learning. These behaviors or functions were grouped in terms of instructional planning and instructional interaction. The five categories of behaviors are diagnosis, prescription, presentation, monitoring, and feedback. The behaviors occur cyclically as indicated in Figure 2[11]

FIGURE 2 -- **Instructional Functions in the Academic Learning Time Model of Classroom Instruction**



They provide a basis for analyzing the strengths and weaknesses of the instructional process. The first function of the cycle is the planning phase. The teacher, as decision-maker and planner, must assess the current skill levels of each student to determine appropriate instructional goals and activities

(diagnosis). Secondly, the teacher identifies these activities and performs grouping and scheduling functions (prescription). These decisions lead to the interaction phase where the teacher presents concepts and learning tasks to the student (presentation). As the student works on the task, the teacher monitors his/her performance in terms of the student's achievement of the instructional goal (monitoring). The function of monitoring provides the teacher with information about the student's performance. This monitoring allows the teacher to provide feedback on the student's performance (feedback), to provide clarification, or to cycle back for further diagnosis and prescription.

BTES[12] researchers used these instructional functions and facets of Academic Learning Time to determine their relationship with student learning and achievement. The major findings of the study with respect to relationships between ALT, teaching functions and student achievement are as follows:

RELATIONSHIP OF INSTRUCTIONAL AND CLASSROOM ENVIRONMENT TO STUDENT LEARNING

Finding #1 - The amount of time that teachers allocate to instruction in a particular curriculum content area is positively associated to student learning in that content area.

Teachers who allocate more time to a particular content area of the curriculum have students who achieve at higher levels than teachers who allocate less time to that area.

Finding #2 - The proportion of allocated time in which students are engaged is positively correlated to learning.

Teachers who have students engaged in learning will lead to increased levels of achievement.

Finding #3 - The teacher s' accuracy in diagnosing student skill levels is related to student achievement and Academic Learning Time.

The diagnostic ability of the teacher is positively correlated to student engagement. The better diagnostic ability demonstrated by the teacher the higher rates of student engagement.

Finding #4 - The teachers' prescription of appropriate tasks is related to student achievement and student success rate.

Appropriateness of the prescription of instruction to be delivered to students affects success rates and achievement. Matching instruction to the needs and skill levels of a student has a direct bearing on the achievement levels attained by the student.

Finding #5 - More substantive interaction between the student and the instructor is associated with higher levels of student engagement.

Teachers who present information to students on academic content, monitor student work, and provide feedback to students about their performance, contribute to higher levels of student engagement.

Finding #6 - Academic feedback is positively associated with student learning.

The percentage of time during instruction during in which the student received feedback was positively related to student engagement rate and achievement.

Finding #7 - Structuring the lesson and giving directions on task procedures were positively associated with high student success.

Teachers who gave clear directions more often and spent time clarifying the structure of the lesson related positively to student success.

Finding #8 - More frequent reprimands for inappropriate behaviors were negatively associated with student learning.

Task engagement feedback, as defined in the study, was a reminder to the student to get back to work. These reminders were usually directed at students who were off task or

the work was excessively hard. Also, students receiving reprimands tended to show less growth on achievement tests.

To summarize, process-product research on the relationship of time and learning, demonstrates three significant aspects of Academic Learning Time: allocated time, engaged time, and student success rates. These aspects affect a student's active learning time which is a strong determinant of his or her achievement. Students learn more about a subject when more time is devoted to teaching that subject, when they are actively engaged in the learning activity, and when they experience high levels of academic success.

ALT Research in Special Education

In special education, Chow[13] studied Academic Learning Time of mainstreamed learning disabled students. Over a two year period he focused on in-class learning experiences of mainstreamed students in contrast with regular students' experiences in the same classes. The objectives of the study were: (1) to determine the differences of ALT between these two groups; (2) to determine the stability in the measures of ALT for both groups; and, (3) to determine the student, teacher, and classroom variables which affect ALT for both groups of students.

In terms of these three major questions the study's findings were as follows:

ALT Differences between Mainstreamed and Regular Students

Within the academic area studied (math) in a regular class in which handicapped students were mainstreamed, students overall spent two-thirds of the time on academic activities, and one-third of the

time on non-academic activities such as breaks, transitions, classroom management, and other interruptions.

If an LD student was mainstreamed in a regular class, he/she spent somewhat less time engaged in academic tasks than a regular student in the same class.

If an LD student was mainstreamed in a regular class, he/she spent much less time engaged in academic tasks which offered high success than a regular student in the same class (about one-third). Conversely this LD student spent much more time engaged in academic tasks which offered low success than the time spent by a regular student in the same class (about three times more).

For LD students in a mainstreamed class, achievement, as measured by standardized math achievement tests, was not related to amounts of time engaged on high and low-success tasks. However, for regular students math achievement was positively related to time engaged on high-success tasks and negatively related to time engaged low-success tasks.

For LD students in a mainstreamed class who were either younger or female, there was some likelihood of spending a greater amount of time engaged on high-success academic tasks. However, age and sex were not related to time engaged on high-success tasks for regular students.

These findings indicate that total opportunity loss for student learning for the mainstreamed student appeared to be substantial. Some of this can be attributed to student interruptions and behavior management interventions necessary for maintaining classroom management. In terms of the difference in engaged time, mainstreamed students had one-third the amount of high-success time as regular students and three times more on time engaged on low-success tasks. "Task appropriateness, or lack of it, may have contributed greatly to this finding. If mainstreamed students are not provided with learning tasks which are appropriate for their ability level, these students will

continue to experience lack of success and be isolated in the regular class."[14]

The findings on the factors related to ALT affecting the mainstreamed and regular students and to the stability of ALT indices were as follows:

Factors Related to Stability of ALT Indices

Overall, ALT measures were relatively unstable from one week's observation to the next, and from one study year's average to the next. Of the five ALT variables, percent engaged time was the most stable, in the low-acceptable range of observational data ($r = .30 - .40$).

The most stable ALT measure for mainstreamed students was percent time on low-success tasks ($r = .30$).

Factors Related to ALT

If the size of a mainstreamed class was large, then students in that class spent more time on non-academic activities and less time on academic activities within a given academic instructional period.

If a mainstreamed class had large numbers of handicapped students, students in that class had less engaged time and more time engaged on low-success tasks. However, the relationship of number of handicapped students and ALT variables were mixed and the finding should be treated as tentative.

If the teacher of a mainstreamed class had more direct instructional behavior (i.e., explanations, academic feedback, academic questioning, and shouting/directing instruction) then students in his/her class had more time engaged on learning tasks. This relationship was stronger for regular students than for mainstreamed students. Furthermore, teacher instructional behaviors were not related to time on high-success tasks.

If the source of instruction in a mainstreamed class was the teacher (as opposed to other adults, curriculum materials, and other students) students in that class had more engaged time learning tasks. However, source of instruction

was not related to student time on high-success tasks.

If the focus of instruction in a mainstreamed class was on groups of students (as opposed to individual students) student in that class had more engaged time learning tasks. However, focus of instruction was not related to student time on high-success tasks.

If a mainstreamed class was taught by a more experienced teacher, students in this class spend less time on academic tasks within any given instructional period. In addition, the amount of training in special education, and teacher perception of influence of training on classroom planning and instruction were not related to ALT variables.

Given a mainstreamed class, the teacher's perception of the usefulness of student IEPs were not related to ALT measures of his/her students.

In another study in special education on ALT, Reith[15] et.al. found that increasing instructional time of a student labeled behavior disordered by five minutes led to achievement gains for the student. Similarly, Leinhardt, Zigmond, and Cooley[16] studied how self contained learning disabilities teachers structure the learning environment. In terms of reading activities, they found that close to one hour of each student's day was spent for reading activities on management chores or waiting. Off task behaviors accounted for another 36 minutes of a student's day. On the average, only 16 minutes per day were spent on teaching students <u>how</u> to read with another 14 minutes per day used for general reading instructions. Only 1 minute per day was spent on explaining or modeling correct elements of reading. While the average off task rate was 15 percent, some students were off task more than 30 percent of the time. It is clear that based on this research, special education teachers and supervisors must be

sensitive to how instructors allocate time for a lesson and engage the students in the lesson.

DIRECT INSTRUCTION

Direct Instruction, like ALT (but developed independently from ALT) can contribute its beginnings from the process-product research efforts on teacher effectiveness in the mid 1970's. The literature related to teacher effectiveness consistently supports the use of the Direct Instruction Model for maximizing ALT in both regular and special education classrooms. The model entails a structured approach to teaching characterized by teacher directed and teacher dominated activities. It has been applied in various academic content areas. Carnine and Silbert[17] have applied these principles to the teaching of reading. Rather than reviewing research on a multiplicity of variables investigated, researchers focused on the behaviors that make up Direct Instruction.

There is no universal agreement on the variables that comprise Direct Instruction although there is a consensus as to the types of variables that combine to form this concept.[18] Graham,[19] in his review of the literature, identified ten variables which comprise the Direct Instruction concept. He classified these ten variables into three dimensions: climate, instruction, and management.

Climate Variable: Warmth

Climate variables are characteristics of classroom environments which contribute to student learning. A classroom environment characterized as warm, democratic, convival yet

task oriented is a positive predictor of achievement. Teacher warmth is a characteristic of more effective teachers.[20] Effective teachers create warm environments by demonstrating sensitivity for student concerns and treating students in humane and genuine ways.

Climate Variable: Expectancy

More effective teachers communicate higher expectancy levels than less effective teachers. If the teacher establishes a high but attainable goal or expectation of the lesson for students, academic achievement generally increases. The literature on establishing expectations consistently indicates expectancy as having a powerful effect on student performance.

Climate Variable: Task Oriented

Teachers who present an orderly, safe environment, and "business like" manner promote the development of student learning. Teachers who exhibit the characteristics of promptness in beginning and ending their lessons exemplify one characteristic of task oriented behavior characterizing more effective teachers.[21] More effective teachers emphasize objectives and the content covered in the lesson, balancing between levels of playfulness and order in the classroom.

Instruction Variable: Student Choice

In terms of student learning, teachers who allow students to make choices regarding their school work tend to be less effective than those who provide students with few choices and who provide more structure in the learning environment[22]. Research indicates that effective teachers tend to check on

students more frequently and more overtly monitor the learning activity.

Instruction Variable: Structuring

Structuring refers to reviewing lessons stating objectives, outlining lesson content, signaling transitions when changing from one activity to another, emphasizing important points, and summarizing[23]. More effective teachers are clear about communicating lesson goals and objectives and giving directions. These actions clarify for the student what is expected of him/her. Structuring the lesson improves student attention to task and consequently creates higher success rates.

Instruction Variable: Questioning

Questioning in teacher effectiveness research has been categorized into lower and higher cognitive level questions. Lower order questions refer to those which require simple recall or factual answers. Higher cognitive level questions require students to synthesize facts, compare, contrast, interpret, and evaluate. The research conducted on the topic is generally inconclusive. It has been found that lower order questions tend to promote participation, establish a base for more relevant high order discussions and provide high success experiences for students. Yet some research indicates that higher order questions do facilitate learning. One study[24] found that students who ask more higher order questions achieve more. The amount of time teachers wait after asking a question also influences teacher impact.

Instruction Variable: Praise

Research on the variable praise indicates that more effective teachers focus on praising student in terms of their work they produce rather than praise about their behavior. Teachers who provide the highest amounts of praise are not necessarily the most effective teachers. Less effective teachers wait less amounts of time for students to come to them. Additionally, teacher attention through verbal praise and physical contact has shown to increase students study behavior in instructional settings.[25]

Instruction Variable: Feedback

Feedback refers to the teachers response or reaction to students questions. More effective teachers provide feedback that is immediate, task relevant, and non-evaluative. The verbal feedback offered usually includes the correct answer and how it is derived.[26] Another characteristic of more effective teachers is the term "high reacting" which includes reinforcing a student for the correct answer and offering a rationale for incorrect answers.[27]

Instruction Variable: Grouping and monitoring

Decisions about the size and composition of student work groups for various subject areas is very difficult and complex. The research on this variable suggests that the optimal approach to grouping is contingent upon the characteristics of the group the teacher is working with such as students' aptitudes, self concepts, etc. Close supervision is another dimension which characterizes effective teachers. Higher levels of student involvement with criterion materials were reported when students

were closely supervised by an adult as opposed to students working independently in an unsupervised situation. Monitoring is another important aspect of instruction. Monitoring provides and maintains the level of engagement time on academic tasks.

Management Variable: Maintaining on task behavior

The research consistently indicates that the more effective teacher creates a learning environment which results in pupils working on criterion materials while maintaining high levels of on task behavior. This variable is generally referred to as time on task, a term which describes those intervals when students are doing what their teacher has asked them to do.

More effective teachers, as previously mentioned, closely supervise their classes, redirecting the attention of a student rather than employing direct discipline such as punishment. They tend to establish sufficient rules in order to maintain classroom control, yet they are not overly punitive and restrictive. Less effective teachers spend valuable instructional time dealing with off task behavior such as reprimands, behavioral warnings, criticisms, and accountability messages. Consequently, the time and quality of instruction suffers. Continuity within and between lessons is another trait or competency demonstrated by more effective teachers.

In special education, Larrivee's[28] study identified forty-two teaching behaviors which were determined to be characteristic of teachers effective with mainstreamed students. These behaviors were classified under seven categories: (1) classroom management; (2) questioning style; (3) academic

learning time; (4) individualization; (5) teaching style; (6) classroom climate; and (7) attitudinal variables. Many of these behaviors overlap some of the Direct Instruction behaviors presented above. The behaviors characteristic of effective teachers with mainstreamed students under the seven categories are:

1. Questioning Style
   - provides positive feedback
   - provides sustaining feedback
   - asks low order questions
   - asks content questions
   - rewards correct student responses

2. Classroom Climate
   - demonstrates warmth
   - demonstrates responsiveness
   - demonstrates fairness
   - communicates student performance expectations
   - maintains positive relationships with students

3. Individualization
   - utilizes ad hoc grouping
   - attends to individual student needs
   - effectively groups students for reading
   - implements lessons that are instructionally appropriate

4. Classroom Management
   - provides supportive response to learning problems
   - provides supportive responses to personality problems
   - provides supportive responses to low ability students
   - demonstrates effective use of time
   - provides supportive responses to students
   - provides task engagement feedback
   - utilizes a variety of interventions

5. Academic Learning Time
   - implements activities with easy difficulty levels
   - maintains high engagement rates
   - maintains high levels of academic learning time

6. Teaching Style
   - demonstrates flexibility
   - structures lessons
   - provides clarity on lessons
   - provides academic feedback
   - maintains high level of active involvement

7. Opinion and Attitudinal Variables
   - displays positive attitude toward mainstreaming
   - perceives self as competent
   - displays high degree of job satisfaction
   - displays high degree of professional responsibility

Rosenshine[29] offers a succinct summary of Direct Instruction principles:

> ... "Direct Instruction refers to high levels of student engagement within academically focused teacher directed classrooms using sequenced, structured materials. As developed below, direct instruction refers to teaching activities focused on academic matters where goals are clear to students; time allocated for instruction is sufficient and continuous; content coverage is extensive; student performance is monitored; and feedback to student is immediate and academically oriented. In Direct Instruction, the teacher controls instructional goals, chooses material appropriate for the students' ability levels and paces the instructional episode. Interaction is characterized as structured but not authoritarian; rather, learning takes place in a convivial academic atmosphere."

A SYNTHESIS OF TIME AND LEARNING RESEARCH WITH DIRECT INSTRUCTION PRINCIPLES

Learning is produced in schools in an environment of many variables that influence its effectiveness. These variables are attributed to a myriad of factors including the skills of individuals responsible for instruction. The research conducted on teacher effectiveness has strong implications for building principals and other personnel responsible for supervising special education instructional staff. By using the outline provided below, supervisors can observe and monitor the critical behaviors that have proven empirically to be characteristic of effective teachers.

1. Pre-Instruction Factors

Diagnosis
- accurately diagnoses and predicts cognitive performance levels of students.

Content Decisions
- promotes extensive content coverage and high levels of student involvement.

Time Allocation Decisions
- maintains high levels of allocated time for a particular content area of curriculum or lesson.

Pacing Decisions
- determines the pace of instruction which is consistent with student ability levels.

Grouping Decisions
- determines the effective group size and composition consistent with student ability and aptitude levels.
- selects relevant criteria to be used as a basis for group assignment.

Activity Structure Decisions
- develops goals of instruction which are both clear and systematically organized.
- varies materials, lesson organization, and structure for different students and for different purposes.

Prescription Decisions
- prescribes instructional activities which match needs and skill levels of individual children.
- prescribes lessons which have continuity within and between them.

2. During-Instruction Factors

Engaged Time
- maintains high levels of engaged time for each lesson.
- maintains high levels of engaged time that is consistent with time allocated for a lesson.
- demonstrates skill in predicting engaged time rates for individual students.

Time Management
- systematically organizes and conducts instruction so there is little waiting time.
- controls, monitors, and evaluates the amount of allocated and engaged time per lesson.

Success Rates
- consistently evaluates and if necessary modifies activities to insure individual student success.
- presents learning activities which insure high levels of individual student success.

Monitoring
- is active, moving from group to group, observing, providing cues, redirecting student attention and skill attempts.
- enforces mild forms of punishment that are employed infrequently.
- refocuses student back on task rather than enforcing punishment.

Structuring
- provides clear information about the content that is to be learned and how to go about learning it.
- reviews information, outlines content, emphasizes important points by providing learning cues, and summarizes important information.
- reviews content to clarify to students what is expected of them.
- provides clear directions and communicate lesson goals and objectives to class.

Feedback
- provides feedback that is immediate and task relevant.
- provides reinforcement to students for correct answers and offers a rationale for incorrect answers.
- provides frequent academic feedback to students which is non-evaluative.
- praises students in terms of the work they produce.

Questioning
- asks questions which are narrow, direct, and structured to enable students to understand the answer sought by the teacher.

3. Climate Factors

Environment
- creates an orderly, safe, warm, learning environment that is task oriented, business-like yet simultaneously warm and convivial.
- demonstrates sensitivity to students' needs.
- begins and ends lessons on time.

Expectations
- communicates clear lesson expectations.
- expects quality work and sets high but attainable lesson objectives.
- creates environments that are characterized by low levels of student dependence on the teacher for directions or materials, etc.

These factors can be incorporated into the process for supervising and monitoring the instructional domain. The model presented on the following page may be used to supervise instruction of special education personnel during the critical periods of preobservation and classroom observation.

Part I
PREOBSERVATION CONFERENCE

Teacher Name_____ School_____

Supervisor Name_____ Date of Conference_____

I. Supervisory Checklist

____A. Establishment of rapport between supervisor and teacher

____B. Review of supervision philosophy and approach

____C. Agreement of observation content, data collection, methodolody, time of observation

____D. Review of teacher competencies prior to instruction *(review outline of competencies as presented below)

____E. Conference summary and closure

*II. Pre Instructional Competencies Checklist

A. Diagnosis
____1. The teacher diagnoses and predicts cognitive performance levels of students.

B. Content
____1. The teacher promotes extensive content coverage.

C. Time Allocation
____1. The teacher prescribes high levels of allocated time per subject and content area.

D. Pacing
____1. The teacher determines the pace of instruction which is consistent with student ability levels.

E. Grouping
____1. The teacher determines the effective group size and composition which is consistent with student ability and aptitude levels.
____2. The teacher selects relevant criteria which is used as the basis for group assignment.

F. Activity Structure
____1. The teacher develops goals of instruction which are both clear and systematically organized.
____2. The teacher varies materials, lesson organization, and structure to meet individual student needs.

G. Prescription
____1. The teacher prescribes instructional activities which match needs and skill levels of individual students.
____2. The teacher prescribes lessons which have continuity within and between them.

Part II
OBSERVATION

Teacher Name_____ School_____

Supervisor Name_____ Time and Date of Observation_____

I. Supervisory Checklist

____A. Supervisor observes and records information regarding preobservation agreement.

____B. Supervisor maintains objectivity in recording teacher behaviors.

____C. A written, accurate record of observation is completed by supervisor.

II. Teacher Competencies During Instruction Checklist

A. Engaged Time

____1. The teacher maintains high levels of engaged time for each lesson.

____2. The teacher maintains high levels of engaged time which is consistent with time allocated for the lesson.

B. Time Management

____1. The teacher systematically organizes and conducts instruction so there is little waiting time.

____2. The teacher controls, monitors, and evaluates the amount of allocated and engaged time per lesson.

C. Success Rates

____1. The teacher consistently evaluates and if necessary modifies activities to insure individual student success.

____2. The teacher presents learning activities which insure high levels of individual student success.

D. Monitoring

____1. The teacher is active, moving from group to group, observing, providing cues, redirecting student attention and skill attempts.

____2. The teacher enforces mild forms of punishment that are employed infrequently.

____3. The teacher refocuses students back on task rather than enforcing punishment.

E. Structuring

____1. The teacher provides clear information about the content that is to be learned and how to go about learning it.

____2. The teacher reviews information, outlines content, emphasizes important points by providing learning cues, and summarizes important information.

____3. The teacher reviews content to clarify to students what is expected of them.
____4. The teacher provides clear directions and communicates lesson goals and objectives to class.

F. Feedback
____1. The teacher provides feedback that is immediate and task relevant.
____2. The teacher provides reinforcement to students for correct answers and offers a rationale for incorrect answers.
____3. The teacher provides frequent academic feedback to students which is non-evaluative.
____4. The teacher praises students in terms of the work they produce.

G. Questioning
____1. The teacher asks questions which are narrow, direct, and structured to enable students to understand the answer sought by the teacher.

H. Climate - Environment
____1. The teacher creates an orderly, safe, warm, learning environment that is task oriented, business-like, yet simultaneously warm and convivial.
____2. The teacher demonstrates sensitivity to students' needs.
____3. The teacher begins and ends lessons on time.

I. Climate - Expectations
____1. The teacher communicates clear lesson expectations.
____2. The teacher expects quality work and set high but attainable lesson objectives.
____3. The teacher creates environments that are characterized by low levels of student dependence on the teacher for directions, materials, etc.

EXEMPLARY SUPERVISION PRACTICES

Determining valid criteria on which to measure professional teaching performance is but one aspect of the total spectrum of instructional supervisory practices. The process by which an individual is supervised and evaluated is equally important. The professional literature on supervisory processes asserts that the primary function of supervisors is to assist teachers in achieving their potential through direct observation and conferral. Yet, the research and current practice depicted in the literature bears little resemblance to what actually occurs in schools. Usually, active instructional supervision takes a back seat to other work considered more essential such as completing required reports and forms and public relations. In terms of special education, it becomes more complex. Principals who have special education classes in their buildings may not have the expertise to provide technical assistance to special education instructional staff. Some special education systems provide technical assistance supervisors who carry out these supervisory functions. Yet these supervisors may not be responsible for conducting the summative evaluations on the teachers. This task is left up to the principal who may lack the proper skills. The problems associated with dual supervision may further cloud the issue where coordination between the technical assistance supervisor and principal is critical. To further complicate matters, Peterson[30] found that principals spend less than five percent of their time in classrooms. Howell[31] reported that fourteen percent of a principal's time is devoted to curriculum and instruction.

Although the literature on instructional supervision is diverse, there is general agreement on its principal function - to improve instruction which will subsequently improve school effectiveness. School effectiveness research has yielded some interesting conclusions which impact upon supervision in schools. Researchers have pointed to leadership as the single most important factor of influence on the educational environment. Effective leadership can positively influence the performance of others.

Another factor of school effectiveness is a clear sense of mission. This clarity of mission can foster collegiality, another factor of effectiveness which in turn will have positive ramifications on the design of supervisory processes. Supervisors must embrace their role and design and implement supervisory processes which foster professional growth and development.

PREREQUISITES OF EFFECTIVE SUPERVISION

With effectiveness traits of clarity of mission and collegiality in mind, a critical initial step in the supervisory process is the development of the supervisor's belief structure or philosophy of supervision. These beliefs provide a basis for guiding the supervisor and the teacher throughout their interactions in the process. This philosophy should be communicated verbally and in writing to each supervisee until it is clear to each employee what the basis of supervision will entail. Policies on role requirements for each job function must be clearly delineated. This is particularly important in special education where dual supervision occurs. The administrative

supervisor and technical assistance supervisor must clearly establish an effective team that can provide constructive assistance to the teacher.

In terms of the substantive nature of this philosophy, it should be stated that supervision is based in the context of a helping relationship between the supervisor and supervisee rather than an authoritative one. Communicating a desire to understand a teacher's meanings and feelings and to help him/her make better use of his/her talents is a crucial one for the supervisor. The supervisor's task is to increase the ability of the individual to achieve his/her potential as a professional. This can only be accomplished through the development of a trusting relationship in which the supervisor is nonthreatening, positively reinforcing, and supportive. The supervisor must be empathic, understanding, and demonstrate a desire to help. Teachers who perceive the supervisory cycle as an evaluative one cannot be expected to openly and willingly enter into the process. Establishing a cooperative working relationship focused on instructional improvement is essential. The supervisory process is not to be feared; it is a logical, accountable way to mutually reach desired outcomes. It should be participative, diagnostic, and cooperative and should be based on mutual commitment to growth and positive change. It should be an ongoing process which is more formative than summative and person oriented, depending on interaction among people and not on a unilateral decision at a point in time. The supervisor needs to integrate and use all the behaviors of consulting, helping, supporting, and diagnosing in the process of accounting for teacher competency.

SUPERVISORY MODELS

There are a variety of supervision models presented in the literature and implemented currently in special education systems. One model that has received much acclaim in recent years is the clinical supervision model developed by Cogan and Goldhammer. Developed in the 1960's "the model incorporates the concepts of collegiality, collaboration, skilled service, and ethical conduct". It focuses on the principles of integrity and individuality in teachers. The supervisor's role is to encourage, explore, and collaborate rather than coerce and demand. "Clinical supervision presumes the professionalism of the teacher. This democratic human resources ethos is still generally accepted in most circles as the best supervision approach."[32]

Clinical supervision has entered the 1980's as an emerging and attractive subject.[33] Yet, understanding it is not easy. Krajewski[34] outlined at least seven concepts or conceptual elements that can be derived from clinical supervision literature and practice. These concepts are as follows.

1. Clinical supervision is a deliberate intervention into the instructional process. The intervention is in terms of the supervisor observing a teacher's lesson, analyzing the lesson data, reporting aspects of it to the teacher, and then cooperatively building a sequential plan for teacher improvement. It is deliberate in the fact that the supervisor plans improvement. It is deliberate in the fact that the supervisor plans with the teacher the lesson to be observed, what teaching behaviors are to be observed, what instruments will be used in the observations, and what roles both supervisor and teacher will assume throughout the process.

2. Clinical supervision creates productive tension for both teacher and supervisor. In clinical supervision, supervisor tension may be more pronounced than teacher tension. Skills of analysis of teaching, rapport

nurturance, adult psychology, observation, instrumentation, and time management are all assumed by the supervisor.

3. Clinical supervision requires supervisor knowledge and training. In order to reduce the tension, supervisors must develop knowledge of instructional skills. Without the skills, they cannot fulfill their expected roles. Without training they won't acquire the needed skills. Clinical supervision does not demand that every supervisor must be an expert or master teacher. Rather, it assumes that the supervisor be able to objectively collect data in an observed lesson on a specific teaching skill focus.

4. Clinical supervision is a technology for improving instruction. Clinical supervision is both technology and use of technology, with objectivity being the key. Emphasis on objectivity reduces the criticism that supervisors' instructional improvement efforts are subjective in nature and intent.

5. Objectivity in clinical supervision is goal oriented, systematic, yet flexible. Improvement of instruction must be goal oriented; clinical supervision must be effected in a systematic fashion yet insure flexibility to meet individual teacher needs.

6. Clinical supervision requires mutual trust and rapport nurturance. Rapport is the binding element for clinical supervision. Without the maintenance of a harmonious working relationship, guided by mutual trust, the process is doomed.

7. Clinical supervision establishes a rapport which fosters role delineation. In clinical supervision, role delineation is a must. Both teacher and supervisor must know, understand, and accept their own and each other's role. The supervisor must also insure that understanding and acceptance exist equally with both neophyte and experienced teachers.

Cogan[35] identifies eight phases in the clinical supervision process:

1. Establishing the supervisory relationship which builds a relationship of support and trust.

2. Planning lessons and units with the teacher by determining lesson objectives, teaching styles, and assessment practices.

3. Planning the observation strategy, discussing data

to be collected, and methodology to be used.

4. Observing the lesson.

5. Analyzing the observational data to identify teacher behavioral patterns and techniques.

6. Planning the post-observation conference strategy.

7. Implementating the post-observation conference and discussing the analysis.

8. Recycling the process and determining future opportunities for growth.

The research on the effectiveness of clinical supervision has been mixed. In a recent article, McFaul and Cooper question the model's utility in the context of the school workplace. They argue that using clinical supervision for "evaluation purposes is untenable. Its purpose was to help teachers not to judge them and those two actions were deemed incompatible."[36] Glatthorn,[37] however, in his review of the research identifies some key research findings.

> "Teachers tend to favor a supervisor who is close and supportive. -38
> Most teachers and administrators agree with the basic assumptions of clinical supervision. -39
> Teachers seem to prefer clinical supervision to traditional supervision and believe that the techniques of clinical supervision are worthwhile. -40
> Clinical supervision can change a teacher's behavior in the direction desired. -41
> Supervisors using a clinical approach seem more open and accepting in post observation conferences than those using traditional approaches." -42

There have been numerous variations of this supervision model/concept which have been practiced in the field. One worthy of consideration is a popular approach known as scientific supervision. Scientific supervision concentrates on teaching practices. Hunter[43] prescribes a model of teaching characterized by the following components.

1. Diagnosis - identify a general objective and assess students present attainment in relation to it.
2. Specific objectives - select specific objectives for the lesson.
3. Anticipatory set - focus attention, review lessons, and develop readiness for the lesson.
4. Perceived purpose - clarify the objective for the pupils, explain its importance, and relate it to previous lessons.
5. Learning opportunities - choose learning opportunities that will help learners achieve objectives.
6. Modeling - provide verbal and visual examples of what is expected to be learned.
7. Check for understanding - determine the degree of objectives achieved by students.
8. Guided practice - guide students' practice of learning, and monitor their performance.
9. Independent practice - provide opportunities for students to practice new skills.

The Hunter model has received a tremendous amount of attention over the past few years. Two reasons can be contributed to its popularity.[44] For one, it is focused on the competencies of the teacher. These competencies parallel Direct Instruction practices. Second, its' constructs are supported by research conducted as teacher effectiveness which have been mentioned previously. Critics of the model, however, indicate that it presents only one model of teaching which fails to account for the diversity in academic situations and student academic levels.

In another approach, Glatthorn[45] argues for a differentiated system of supervision. He states that due to teachers' growth needs, learning styles and time constraints, supervision should be individualized according to each teachers' current level of development. In differentiated supervision, the teacher decides among four choices:

1. Clinical supervision.
2. Cooperative professional development - peer supervisioin.
3. Self-directed development.

4. Administrative monitoring - monitoring conducted by administrator, making brief unannounced visits to ensure staff are carrying out activities in a professional manner.

SYNTHESIZING EFFECTIVE SUPERVISORY PRACTICES

Whatever model or approach is used in a district to supervise special education staff, literature and research suggests effective supervision processes contain certain variables. Research and the literature identify these variables which are listed below as criterion statements. These statements will serve as benchmarks for measuring current supervisory practices in section two of this document.

1. There should be a written statement of purpose or philosophy of supervision which delineates the tenets or beliefs of the process.

2. The supervision process should be a systematic and carefully planned program that assists teachers in growing professionally. This program should be a written form of policies and procedures which serve as guidelines for the process.

3. Supervision should be provided by someone who has been trained and has had experience in the skills of planning, observing, conferring, and evaluating.

4. Supervision should be a shared accountability, multiple step process which clearly delineates role functions and requirements for supervisor and supervisee.

5. The tools and processes used to supervise and evaluate instructional personnel should be supported by research on effective teaching practices.

6. Organizational and instructional expectations should be clearly delineated, disseminated, and clarified with each professional.

7. The supervision process steps should include:

   a. A pre-observation conference which contains the following components:
      (1) setting of teacher goals
      (2) reclarification of supervisor/supervisee roles
      (3) establishment of observation time, lesson objectives, etc.

   b. Formal, periodic observation where descriptive information regarding the lesson is documented.

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c. A post-observation conference:
   (1) where the supervisor provides descriptive feedback on the observation and teacher performance
   (2) where plans for teacher renewal are established

d. The design and delivery of technical assistance which facilitates teacher renewal.

e. A recycling of steps a-d throughout the school year.

f. Provisions for a formal summative evaluation which should be in written form and shared with each staff member.

g. Provisions for self-appraisal.

h. Participation by affected staff in the design of the supervision processes.

i. Participation by affected staff in the evaluation of supervisory instruments and processes. This evaluation should be conducted annually.

2.0 CURRENT SPECIAL EDUCATION INSTRUCTIONAL SUPERVISION PRACTICES

In the first section of this packet, teacher behaviors associated with effectiveness were delineated. In this section, the question is: "To what extent are these behaviors being expected of special education instructional staff?" Using the identified effective behaviors in section one as a framework for analysis, current performance evaluation instruments are examined.

ANALYSIS OF CURRENT EVALUATION INSTRUMENTS

Forty-six districts responded to a CASE request for samples of instructional personnel evaluation instrument in use. Of the forty-six, thirty-seven contained rating scales while the remaining nine were open-ended. The first analysis focused on identifying the characteristics of the instruments currently in use. Procedurally, instruments were scanned before beginning a more systematic content analysis of all of the instruments. Scanning revealed, as in the Wood and Pohland[46] study, that items were more heavily weighted toward assessing teachers in terms of their multiple roles rather than the aspects of classroom management and instruction. The researcher used their category scheme to analyze the characteristics of the sample instruments. The categories were:

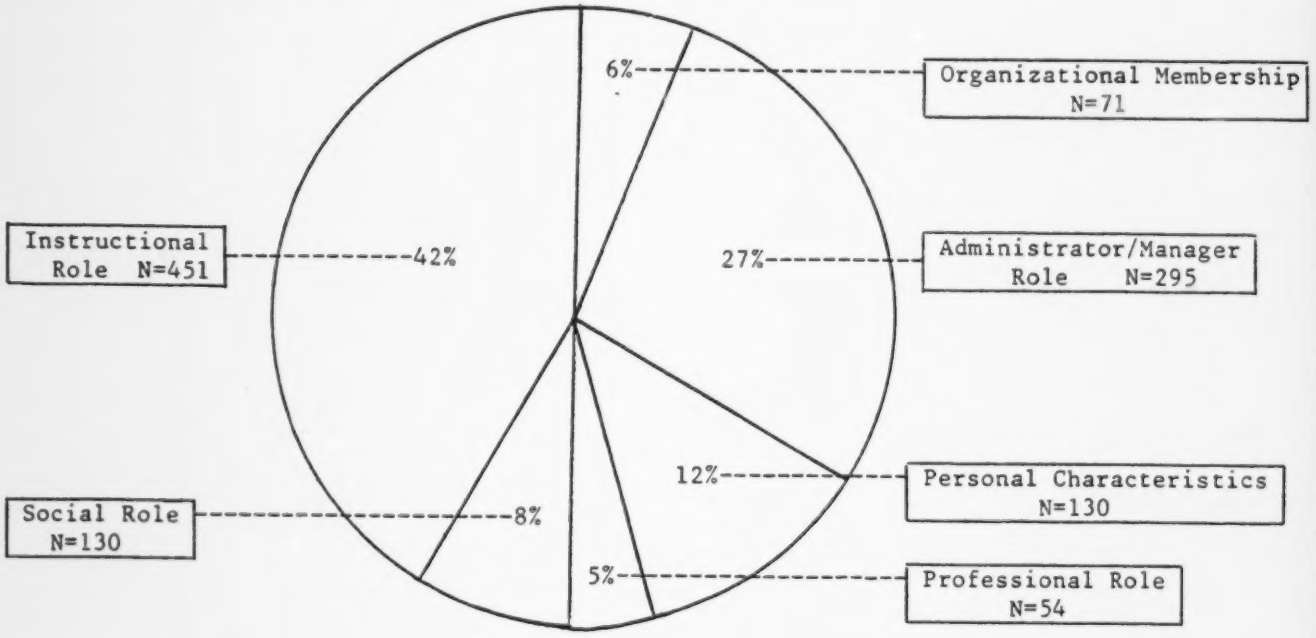
1. Personal characteristics - such as flexibility, enthusiasm, responsibility, patience, etc.
2. Instructional Role - preparation of lesson plans, student-teacher rapport, evaluating student progress.
3. Administrator/Manager Role - such as classroom management, IEP management, record keeping.
4. Professional Role - professional growth and development.

5. Social Role - interpersonal relations with staff and community.
6. Organizational membership role - conformity to organizational rules and expectations.

The distribution of the 1085 items contained in the thirty-seven instruments are delineated in Figure 3:

FIGURE 3

DISTRIBUTION BY CATEGORY OF ITEMS IN RATING SCALE INSTRUMENTS



Percentages based on N=1085

The second analysis of evaluation instruments was conducted to answer the question: "Are teacher effectiveness competencies present on performance evaluation instruments and if so to what extent? The researcher again scanned the rating scales, concentrating on the categories of teachers in their instructional role and in their administrator/manager role. The results of the analysis are depicted in the Table 1.

TABLE 1

INSTRUCTIONAL ROLE	NOT PRESENT	PRESENT	RATINGS Very Weak	Weak	Strong	Very Strong
1.Pre-Instructional variables						
a. Diagnosis	13	24	6	8	8	2
b. Content Decisions	15	22	7	8	5	2
c. Time Allocation Decisions	22	15	5	5	5	0
d. Pacing Decisions	21	16	4	5	6	1
e. Grouping Decisions	19	18	4	7	5	2
f. Activity Structure Decisions	15	22	6	5	9	2
g. Prescription	13	24	7	7	8	2
2. During Instruction Variables						
a. Engaged Time	28	9	2	5	2	0
b. Time Management	17	20	5	8	5	2
c. Success Rates	17	20	4	10	4	2
d. Monitoring	15	22	6	6	8	2
e. Pacing	18	19	5	7	5	2
f. Structuring	18	19	3	8	16	2
g. Feedback	15	22	5	8	7	2
h. Questioning	12	25	3	11	8	3
3. Climate Factors						
a. Environment	10	27	6	12	8	1
b. Expectations	7	30	5	12	10	3

The review of the research on teacher effectiveness conducted in the first section of this packet yielded an item pool of 17 variables categorized under the heading of pre-instruction, during instruction, and climate factors, which were associated with effective teachers. These variables are outlined on the left side of the table. The right side of the table delineates the number of instruments in which the variables were present or not present. If teacher effectiveness variables were present in the instrument, the researcher ranked these variables on a scale from very weak to very strong.

FINDINGS

The analysis revealed that teacher effectiveness variables appeared on 56% of the instruments. Where these variables were present in the instruments, over 60% were ranked by the researcher as weak or very weak with the remaining 39% rated as strong or very strong. Only 8% of the variables present in the instruments were considered to be very robust or strong. The variables which were identified the least as criteria for monitoring teacher performance were "engaged time" and "allocated time." Both variables are two of the three significant aspects of Academic Learning Time which is considered to be a major determinant of teacher effectiveness.

3.0 EXEMPLARY SUPERVISION AND EVALUATION MODELS IN PRACTICE

This final section describes supervision practices and instruments currently in use which exemplify many of the characteristics of effectiveness research previously presented in this packet. Of the forty-six instruments submitted to CASE, five were selected in terms of illustrating either model evaluation instruments and supervision processes or classroom observation procedures and instruments.

SHEYBOYGAN AREA SCHOOL DISTRICT--ADMINISTRATOR'S HANDBOOK FOR SUPERVISION AND EVALUATION HANDBOOK. SHEYBOYGAN, WISCONSIN.

The Sheyboygan model was chosen for its clarity, comprehensiveness, and emphasis on monitoring appropriate instructional behaviors. The handbook consists of nine sections. The first four sections are: (1) a written district philosophy of supervision, (2) general guidelines and directions, (3) a taxonomy of teaching which is composed of five domains: professional preparation, instructional strategies, instructional techniques, human relations skills and self renewal, and (4) a checklist for the supervisory process that incorporates clinical supervision concepts. The fifth section, the instructional techniques series, delineates teaching behaviors that teachers should use to direct and facilitate academic learning. This section is highlighted in Appendix A. Sections six through nine delineate the directions, timetable, forms, and guidelines used for supervision, evaluation, and classroom observation of tenured and probationary teachers.

The handbook was developed by a committee of district personnel which reviewed the research on teacher effectiveness

focusing particularly on the work of Allen[47] and Hunter[48]. The instructional technique series identifying teaching behaviors are of exceptional quality and scope.

It is the position of the district that these behaviors are universal to all teaching situations and contexts. Therefore, the criterion behaviors are not modified for special education instructional personnel. Each special education supervisor receives training on supervisory practices which includes use of videotape software on modeling techniques for pre- and post-conferences with teachers.

COLUMBIA PUBLIC SCHOOL DISTRICT--TEACHER PERFORMANCE ASSESSMENT INSTRUMENT, COLUMBIA, MISSOURI

The Columbia Public School District, as part of the supervision of evaluation process, uses the Teacher Performance Assessment Instrument (TPAI) to assess instructional competencies. The TPAI was developed by the College of Education of the University of Georgia to assist the Georgia Department of Education in developing minimum competency assessment instruments that could be used to produce performance criteria for certifying beginning teachers. In Columbia, the intent of the instrument is to assist supervisors in monitoring teacher performance. The modified TPAI instrument lists sixteen instructional competencies which should be exhibited by teachers. Under each competency is a list of descriptive behaviors which facilitates the utility of use by the supervisor. The supervisor indicates the behavior observed and provides additional information to clarify the response chosen. The first thirty-

eight teacher behaviors are listed for use in classroom observation. These behaviors include many of the teacher effectiveness indicators presented previously such as: communicating enthusiasm, use of instructional time, providing feedback, etc. Behaviors thirty-nine through forty-five are assessed during a post observation conference with the teacher, while behaviors forty-six through fifty-one describe other characteristics related to professional development and organizational membership.

QUINCY PUBLIC SCHOOLS--CLINICAL SUPERVISION PROGRAM FOR EVALUATION, QUINCY, MASSACHUSETTS

Quincy's supervision program is a highly structured, comprehensive, and definitive package that incorporates all of the components of clinical supervision. Quincy uses a six phased approach to supervise its special education professional staff. A descriptive guide to the process is available for supervisors which delineates the step by step process of supervision. Each phase has a stated purpose and rationale, its explicit characteristics, and defined roles for supervisor and supervisee. The various role types (e.g. psychologist, special education teacher, principal, etc.) have competency indicators which define performance expectancies. For the special education teacher, competencies are divided into two domains: instructional and non-instructional. Twelve competencies are listed under the instructional domain. Under each of the twelve competencies are lists of descriptive behaviors used to specify and clarify performance criteria for staff. Non-instructional competencies define the expected behaviors of special education teachers in

terms of personal characteristics and their role of organizational membership. A copy of the competencies for special education teachers can be found in Appendix A.

GWINNET COUNTY PUBLIC SCHOOLS--OBSERVATION INSTRUMENT FOR PRACTICUM SUPERVISION, LAWRENCEVILLE, GEORGIA

The Gwinnet County system of observing teachers identifies a considerable amount of competencies found in teacher effectiveness research. The system contains the observation instrument, observer's manual, and a general procedures guide. The observation instrument is comprised of thirty-seven behaviorally defined items. These thirty-seven items are divided into six categories: materials, directions, positioning/modeling, questioning, reinforcement, and transitions. Each of these items is defined in the observers manual which consists of descriptions of the behaviors which are to be observed. The procedures guide describes the standard data collection procedures for the supervisor to use during observation. A copy of the observation instrument can be found in the Appendix A.

SYSTEMATIC ANALYSIS OF CLASSROOM BEHAVIORS FOR SPECIAL EDUCATORS (SACB)--ELKTON, MARYLAND

In reviewing the literature on teacher competencies as it relates to the area of special education, a doctoral dissertation conducted by a local special education director is worth noting. Susan Cassidy-Bronson, Director of Special Education of Cecil County, Elkton, Maryland, conducted a study to determine the competencies of special educators as judged important by professionals in the field. An additional objective of the study

was to develop a classroom observation checklist to evaluate the degree to which a teacher performed those competencies pertinent to the classroom environment.

A review of the literature regarding the issue of teacher competence addressed four major areas: (1) Competency-Based Teacher Education (CBTE programs); (2) characteristics of special educators; (3) competency lists for special educators; and (4) systems to evaluate the performance of special educators. This detailed review revealed no comprehensive list of competencies of the special educator in the public school setting.

The methodology of the study used a sample of regular and special education administrators and special education teachers to determine the importance of competency statements for special educators. A checklist based on the important competencies was also developed. Further research will be conducted within the district with respect to validating the instruments. The Systematic Analysis of Classroom Behaviors (SACB) Checklist for special educators and the guidelines for using the checklist can be found in Appendix A.

4.0 IMPLICATIONS AND CONCLUSIONS

ADMINISTRATIVE IMPLICATIONS ON ALT AND TIME ON TASK

The research on teacher effectiveness and supervision practices provides a strong foundation for deriving implications for administrative management of special education programs. It is clear that school effectiveness research identifies the school administrator responsible for managing the instructional program as the key determinant in achieving a level of school effectiveness. This in turn contributes to increased levels of student achievement. Integrating teacher and school effectiveness variables provides a clear framework for school officials in managing and supervising the instructional process. For example, what we have learned from the research on teacher effectiveness is that teachers who allocate more time for instruction are likely to be more effective than teachers who allocate less time. From a management perspective, it is therefore necessary to determine management practices that could be initiated to increase the effectiveness of teachers regarding time allocation and other aspects of the instructional process.

This example supports the need to focus on assisting the administrator's ability in supervising instruction in special and mainstreamed classes. Additionally, it illustrates that the quality and use of the human resources assigned to a school have a significant effect on students' levels of achievement.

The concept of Academic Learning Time has been well documented in teacher effectiveness research as having significant effects on student learning and achievement. Yet, in special education, these concepts do not seem to be emphasized.

Citing Chow's research,[49] we see that special education students in mainstreamed classrooms tend to spend less time engaged in instructional activities. These instructional activities also offer special education students less opportunities for high success than their normal peers. Additionally, in the analysis of special education performance evaluation instruments presented in the second section of this packet, the two effectiveness variables receiving the least amount of attention on the instruments were allocated time and engaged time. Special education supervisors must make a concerted effort to look for and monitor these critical aspects/variables of the teaching effort.

Administrative practices that monitor teacher work are necessary to insure that instructional tasks and objectives lead to student achievement. Administrators have considerable latitude in the emphasis given to instructional time in schools. In terms of the allocation of time, there are a number of possibilities available to the administrator to insure effective use of precious instructional time. Administrators can inspect and monitor lesson plans and interview teachers in advance (preobservation conference) for determining the amount of time allocated for instruction; they can monitor the work records of support personnel such as speech and occupational therapy to determine which students have been served and the time of the instructional period.

Another option is increasing the proportion of time actually allowed for learning within the overall school day. Much of the

school day in special education classrooms is spent on noninstructional activities such as moving from classroom to classroom, disciplinary disruptions, roll call, and other management tasks. Some of these tasks are necessary but most of them are not and waste valuable instructional time.

Direct observation of classroom activities can provide data to check the extent of engaged time and success rates in student performance. Administrators and teachers can work collaboratively to increase the proportion of active learning time within the time that has been allotted for learning. Because of the myriad of individual differences in special education students, teachers need to be more sensitive to grouping and scheduling arrangements which maximizes the amount of active learning time for each student. This packet has also identified the important instructional behaviors which are critical during the time allotted for instruction.

IMPLICATIONS ON SUPERVISORY PRACTICES

The current high level of interest in instruction, heightened by the American public's present concern about the quality of instruction in American schools, leads to other implications in terms of the teacher authority and control of instruction. Typically, the administrative control exercised in a school building has been termed "loosely coupled". The research on school effectiveness suggests student achievement is enhanced when the administrator is a strong instructional leader. However, teachers have had considerable autonomy with regard to decisions about classroom instruction. The effort to maximize student learning may clearly necessitate greater administrative

control over classroom functions. This consequently may cause teachers to feel threatened about the extent and use of outside authority within their classrooms. Supervisors must be highly sensitive to exercising the right amount of control that avoids alienating teachers from the supervisory process yet achieves intended supervisory objectives.

It is advisable then for administrators to approach the supervision of instruction from the perspective that directives and suggestions about improvement are possible. However, they must clearly understand their role in the process and exercise that role accordingly. The control over instruction is best managed by the teacher. The more administrator perceives their role in controlling instruction as highly directive and prescriptive, the more they limit the potential of a teacher's personal and professional development.

Within the latter view, teachers as professionals are considered to be responsible for their own behavior. Supervision now becomes an expert support system. Here, the teacher is encouraged to seek out consultation that is self directed and non prescriptive. The teacher as client seeks out the assistance and remains in control of accepting and rejecting the advice and information. The supervisor's role is seen in a different light. The supervisor is facilitative, approaching classroom and program improvement in a collaborative spirit with the teacher. The role of the supervisor is primarily catalytic. Peters and Waterman offer a similar and corresponding notion. They present an interview with the head manager of a highly successful and

productive corporation who states:

> "We let everybody do their job on the basis of what they need, what they say they'll do, and what the results are. And we gave them enough time to do it...We had better start admitting that the most important people in an organization are those who actually provide a service or make and add value to the product, not those who administer the activity." -50

Evaluation, however, is a necessary task which must be performed. It usually is stipulated via the teacher's contract. In terms of collective bargaining, there is an increasing body of literature that delineates the dramatic influence collective bargaining has on school organizations and the behaviors of education professionals. In the domain of supervision and evaluation of personnel, both administration and instructional personnel could work together in good faith to identify management practices that protect teachers' rights while developing and maximizing the provision of effective learning environments for students.

In summary, the supervisor's ability to effectively supervise instruction is contingent upon the development and maintenance of personal and professional skills. The administrator who is responsible for supervision and evaluation must become knowledgeable about what to look for when observing instructional practices in special classrooms. Improvement of administrator skills is more likely to occur if districts offer administrative inservice programs on supervision and evaluation and administrators clearly understand their unique role in the process. Where there are other supervisors (dual supervision) involved in the process, there must be clear limits and role requirements established. Administrators must be fair in

observing practices and accept variations in teacher behavior. Lastly, the process must be built upon trust which is continuously communicated by each party.

Vignette #5

Mr. Polite, after attending summer workshops on effective supervisory practices, has made significant improvements in his supervisory skills. He has been directly responsible for the development of evaluative instruments and a supervisory process which reflect best practice. He now knows exactly what to look for during observation of special education classrooms. Mrs. Smith and he have improved their relationship and have developed an effective dual supervisory process. Mr. Polite conducts several observations of Miss Peach's classroom, providing descriptive feedback; Mrs. Smith offers technical assistance on relevant program content areas. Collectively and collaboratively they evaluate Miss Peach's performance using teacher appraisal instruments based on teacher effectiveness research.

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APPENDICES

APPENDIX A

SELECTED EXEMPLARY SUPERVISION MODELS AND OBSERVATION INSTRUMENTS

A-1 SHEYBOYGAN, WISCONSIN

Instructional Technique Series*

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SECTION 5

INSTRUCTION TECHNIOUE SERIES

Overview

- Introducing a Lesson
- Clarity of Presentation
- Ending a Lesson
- Monitoring Instruction
- Providing Feedback
- Varying Stimuli
- Teaching to an Objective
- Giving Directions
- Higher Level Questioning

INSTRUCTIONAL TECHNIQUES SERIES

OVERVIEW

Instructional techniques are teaching acts that directly influence the learning environment and/or student behaviors. They are the methods that teachers use to direct and to facilitate student learning activites. The techniques can be observed in instruction, often in one lesson or segment of a lesson.

There are many instructional techniques and various approaches to defining and classifying them. Those listed below were selected for three reasons:

First, they are applicable in almost all teaching situations. They are useful with any age group, subject area, or type of classroom organization. While they are usually considered with group instruction, they are relevant to teaching single students and small groups as well. They can apply to written or recorded teaching materials as well as to teacher presentations.

Second, the techniques are selected for their potential for improving instruction and learning. They are used "naturally" by effective teachers. Research and experience have established their value and they are supported by learning theory.

Third, the techniques listed can be improved through observation, feedback and practice. They involve relatively specific skills that can be identified in the total teaching process, analyzed by the teacher and supervisor, and changed.

It is not expected that the techniques are used exactly as described or that they are applied in exactly the same manner by all teachers. Effective teaching is an art in which each teacher incorporates techniques in his or her own personal style. The value of carefully defining and analyzing them is to help the teacher with his or her approach to the art. With thoughtful practice of selected skills, even the best of teachers can benefit.

The techniques are stated initially so that each can be rated as a whole. In the remainder of this series, the techniques are further delineated. An initial rating of the techniques here may aid selection of one or more for further analysis.

_____A. Introducing a lesson. At the start of a lesson, the teacher effectively focuses attention on instruction to follow and motivates students to proceed.

_____B. Clarity of presentation. The teacher clearly presents instructional content and activities to students during a lesson.

_____C. Ending a lesson. The teacher provides an effective summary and closure for students at the end of a lesson.

_____D. Monitoring instruction. The teacher uses nonverbal and verbal cues from students and progress checks to assess student responses and to adjust instruction accordingly.

_____E. Providing feedback. The teacher provides frequent, appropriate feedback to students to reinforce desired learning and to correct undesired behaviors.

_____F. Varying stimuli. The teacher uses varied stimuli and media to keep students attending and responding to instruction.

_____G. Teaching to an objective. The teacher directs instruction effectively and efficiently toward a perceivable goal or objective.

_____H. Giving directions. The teacher gives clear, effective directions to students.

_____I. Higher level questioning. The teacher uses a variety of questions, including questions at higher cognitive levels.

Rate the above with one or both scales:

The technique is:
- Not known or understood
1. A little developed
2. Moderately developed
3. Well developed
4. Very well developed

The technique is used:
- Never
S. Seldom
O. Occasionally
F. Frequently
C. Consistently

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INSTRUCTIONAL TECHNIQUES SERIES

INTRODUCING A LESSON

Introducing a lesson is getting an instructional episode going effectively and efficiently. It usually is done at the start of a class or lesson but it may also be done with a new topic or activity after a transition during instruction.

Effective introduction has three parts: gaining student attention, focusing it on the objective or topic, and motivating students to proceed on task. The three may be done in sequence or may be combined in one step.

Gaining attention is getting all the students to attend to one stimulus or set of stimuli. The stimuli may be the teacher's face and voice, the chalkboard, an object, a page in a book, a diagram, a projected image, or other means to be used to focus activity. Frequently used means of getting attention are:

1. Asking or commanding it.
2. Using a prearranged sound, gesture, or teacher position in the room.
3. Using an established routine such as reading the directions on the chalkboard at the start of each class.
4. Using an interesting object, picture, or diagram.
5. Incorporating attention-getting in an interesting focusing activity.

Focusing is concentrating student attention on the instruction to follow. It usually is a brief activity to set the stage for instruction. Effective means of focusing include the following singly or in combination:

1. Teacher explanation.
2. Using a key, leading question or questions.
3. Introducing or reviewing key vocabulary.
4. Using a demonstration, picture, chart, object, or other item related to the topic, objective, or activity.
5. Review of previous topics, terms, or activities related to the new instruction.
6. Use of examples, analogies, or situations of interest to the students.
7. Posing a relevant problem.

Motivating is getting students to want to proceed with the objective, topic or activity They should be challenged by it but not overly concerned. There should be a positive tone or attitude and, if possible, intrinsic interest. Common means of motivation include:

1. Encouraging students to do their best.
2. Establishing the importance of the topic, objective, or task.
3. Demonstrating practical or interesting applications.
4. Relating to things of interest or use to students.
5. Teacher modeling of enthusiasm.
6. Setting an attainable goal and schedule.
7. Offering rewards for progress.
8. Removing obstacles to success.

The process of introducing a lesson requires adequate time to do the three parts well. On the other hand, if it takes too long, effectiveness is diminished and instructional time is wasted.

Some common problems with introducing a lesson include not giving time for students to settle down and change focus after a quite different activity; not accounting for distracting stimuli such as outside activity; proceeding before attention is actually obtained; selecting approaches much less meaningful to the students than to the teacher, and failure to deal with differences in students. While introducing a lesson appears easy, the difficulty and importance of the technique become more clear as one considers the students' varied perceptions and motivations. Practice with the technique will help develop a repertoire of approaches to introducing lessons that a teacher can artfully apply as situations require.

QUALITIES FOR INTRODUCING A LESSON

_____ A. The teacher uses an effective attention gaining stimulus.

_____ B. The teacher proceeds only after gaining the attention of all students.

_____ C. The teacher uses an effective stimulus to focus attention on the instruction to follow.

_____ D. The introduction gets students interested in proceeding with the topic, objective, or activity of the lesson.

_____ E. An appropriate, effective use of time is made in the introduction.

_____ F. Students attend to the introduction.

_____ G. Student answers or other reactions are on the topic.

_____ H. Students show enthusiasm.

_____ I. Students proceed to the lesson without confusion or delay.

Rate each item separately. Do not add or average ratings. The quality is:

- \- Not applicable or observed
- 1. Partly attained
- 2. Moderately attained
- 3. Largely attained
- 4. Fully attained

More information can be found in the Instructional Resource Center: Delbert K. Clear, "Analyzing Teaching for Instructional Improvement."

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INSTRUCTIONAL TECHNIQUES SERIES

CLARITY OF PRESENTATION

Presentation is defined broadly in this context. It refers not only to explanations, lectures, or discussions, but to any organization of instruction "presented" by the teacher to students. A presentation, then, might begin with a teacher explanation, move to a student work period, continue with a class discussion, and end with a teacher summary. Some qualities of an effective presentation are outlined here; there likely are others.

Teacher presentation language should match student receptive language. As adult college graduates, teachers may sometimes use language that is difficult for students to understand. Vocabulary may be too difficult. Sentence structure may be too complex. Pace may be too fast. With practice and attention to student response, teachers can communicate better at the students' level of understanding without "talking down" to them and with the introduction of new language needed for instruction.

Key terms or ideas are defined or explained clearly in a good presentation. This may be done at the start or as the terms or ideas are first used. The teacher may give the definitions or may use probing questions to develop them with student participation. It is effective to highlight key terms and ideas with a written handout, a statement on the chalkboard, a projection, or reference to a textbook page.

A good presentation has a clear, orderly sequence. The sequence follows a topical, logical, chronological, or other pattern. If it is fairly complex, a guide to the sequence may be provided by an outline, a worksheet, a verbal summary at the start, or other device. With younger children the teacher may need to highlight each step and transition in the sequence.

Transitions are clear in a good presentation. They should be signaled by a teacher comment, by a question about the next activity, by asking for a student summary of the last step and suggestions for the next step, by reference to the sequence guide, or some similar device. It is helpful to also change pace, volume, place in the room, or type of activity or media to emphasize the transition. It is important, of course, that students are not only aware of the transition, but also ready for it.

Pacing is important. Too slow is boring, too fast frustrating. Change in pace with transitions helps maintain interest. Time is used proportionately, not, for instance, dragging out the introduction and having too little time for the concluding activity.

Illustrations improve a classroom presentation as they do a textbook. Illustrations may be colorful examples explained by students or the teacher. They may be a demonstration or roleplaying. They also may be pictures, filmstrips, charts or other media incorporated in the presentation.

The presentation should be complete, not without steps, activities, topics, or ideas important to understanding and learning. It needs a beginning, body, and end.

Length of the presentation should be adequate to communicate but appropriate for the student interest span.

Teacher voice should be clear, audible, and pleasant.

Teacher mannerisms should not distract from the presentation.

Qualities for Clarity of Presentation

_____A. Teacher presentation language matches student receptive language.

_____B. Key terms and ideas are defined or explained clearly.

_____C. Sequence is clear and orderly.

_____D. Transitions are clear.

_____E. Pacing is appropriate and proportionate.

_____F. Illustrations are incorporated effectively.

_____G. The presentation is complete.

_____H. Length of presentation is adequate to purpose and appropriate for students.

_____I. Teacher voice is clear, audible, and pleasant.

_____J. Teacher mannerisms do not distract.

_____K. Students follow the presentation.

_____L. Students understand the presentation.

_____M. In general, the presentation is clear.

Rate each quality separately. Do not add or average ratings. The quality is:

- \- Not applicable or observed
1. Partly attained
2. Moderately attained
3. Largely attained
4. Fully attained

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INSTRUCTIONAL TECHNIQUES SERIES

ENDING A LESSON

Ending a lesson well can help make instruction more effective. It can provide the psychological closure necessary for better understanding. It can put the lesson in meaningful perspective for students. It can provide a sense of satisfaction with the lesson completed and a point of reference for the next learning experience.

Ending the lesson is a corollary to introducing it, but the ending may be more difficult in some ways than the introduction. Planning ahead is required to leave enough time for an effective ending. Unanticipated loose ends may have to be tied in. Student energy and interest may be at lower levels at the end of an instructional session. Also, difference in student response and progress monitored during the lesson may require different wrap-ups for different students. All this suggests that ending a lesson effectively requires at least as much planning and practice as introducing it.

Reference to the introduction can be part of an effective end of a lesson. Progress on an objective stated in the introduction can be checked. Key vocabulary used in the introduction can be reviewed. Or, leading questions raised in the introduction can be pursued in the ending.

A review and summary of the lesson is a common but effective ending. Main concepts, facts, or skills are reviewed and tied together. Major problems or student questions and how they were handled may be useful in the summary. Students may learn to take responsibility for the review and summary with the teacher's help.

Ending a lesson may include reference to past learning and to future instruction. Closure may require review of past learning to complete the organization of skills or ideas. Relation to recent other student experiences may add meaning for students. Explaining the relationship to future work may aid continuity.

Students practice with or application of learning may be an appropriate ending. An activity in which the several skills in a lesson are used or in which ideas contained in the lesson are tied together may help organize learning for students. Such activity should include more than memory of what was in the lesson. There should be new interpretations or uses of lesson content, or even problem-solving or creativity with the content. The practice or application may be structured at the end of the class or it could be homework. However it is scheduled, the activity should clearly organize elements of the lesson for students. More is required than telling students what is tomorrow's assignment. Reference to the introduction, review of main points, and statement of purpose may be incorporated in giving the assignment or directing the end-of-lesson practice or application.

Active student participation in the end of the lesson is important. There must be summary, closure, and/or application in the students' minds or behaviors, not just in the teacher's words. Student participation in the ending may include each student writing down main points, or student oral summaries, or students doing a diagram or outline, or students answering key questions from the introduction, or students doing a time line with past instruction and future lessons, or student practice with or application of key learnings, or students posing key questions about the lesson or students filling in blanks in an outline.

The teacher can prepare for an effective closing by having a written list or summary of main points, by having an activity planned for involving students in the ending, and by keeping mental or written notes on key developments during the lesson. He must be ready, however, to adapt his plans depending on events and progress during the lesson. As with other skills, ending a lesson can become more artful and effective with practice.

Qualities for Ending a Lesson

_____A. The ending is related to the introduction.

_____B. Main facts, concepts, or skills of the lesson are reviewed or summarized.

_____C. The lesson is tied to past learning and/or future instruction.

_____D. Student practice or application is incorporated in the ending.

_____E. Students are active participants in the closing.

_____F. Reference is included to key problems or events in the lesson.

_____G. Students appear to assimilate key learnings in their thinking or other behaviors.

_____H. Time used is adequate but efficient.

_____I. Allowance is made for varied stages of student progress in the lesson.

_____J. Closing practice or a following assignment is tied to the lesson.

Rate each item separately. Do not add or average ratings. The quality is:

- \- Not applicable or observed
- 1. Partly attained
- 2. Moderately attained
- 3. Largely attained
- 4. Fully attained

More information can be found in the Instructional Resource Center: Delbert K. Clear, "Analyzing Teaching for Instructional Improvement."

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INSTRUCTIONAL TECHNIQUES SERIES

MONITORING INSTRUCTION

Monitoring instruction is checking cues for student participation and adjusting instruction accordingly to keep students on task and progressing. The teacher checks for at least three levels of student participation: attending, responding, and progressing. Attending means paying attention to the instructional stimuli or activity. Responding is reacting to instructional stiumuli. Progressing is appropriate or correct response that demonstrates learning and readiness to move on to the next step.

Nonverbal student cues are useful especially to infer attending and responding. They include expressions, posture, and body movements:

Positive	Negative
Eyes on stimulus.	Eyes away from stimulus, or closed.
Smile or intent facial expression.	Frown or puzzled expression.
Lean toward stimulus, or erect posture.	Lean away from stimulus, or slouch.
Move toward stimulus.	Move away from stimulus.
Activity on task.	Extraneous or restless activity.
Arms and hands open.	Arms crossed or fists clenched.

Nonverbal cues are not always interpreted accurately. A student intently watching the teacher, for example, may be thinking of something other than the lesson. Often, however, nonverbal cues provide useful evidence of whether students are bored, enthralled, annoyed, or anxious.

Verbal cues may also infer student attending, responding, and progress. Student initiated comments and questions as well as student verbal response to teacher directions or questions give cues. Verbal cues can be recorded on a roster or seating chart for a more systematic monitoring. A code can be used to record the types and quality of responses (e.g., A for answer, Q for question, and C for comment, followed by a number from 1 to 5 to reflect how good the verbal behavior is). Such a recording system not only charts student verbal activity, it also indicates whether the teacher is getting the desired types of student verbal participation.

Classroom participation of other types than verbal also give cues to attending, responding, progressing. If it is expected, are the students taking notes, completing a diagram, conducting an experiment, interacting in small groups, working on a project, or the like? If so, are they using required materials, following proper sequence, and including key steps? As with verbal participation, systematic recording of other classroom behavior can be done with checklists prepared by the teacher.

Progress checks. In addition to watching verbal, nonverbal, and participation cues, deliberate progress checks are sometimes needed, especially with more complex topics or procedures. Among techniques for spot checks are asking a show of hands, having students explain in their own words, having students ask each other questions on the topic, observing how a critical step was done, circulating to check work, and giving a short quiz.

Monitoring instruction well is vital since it provides the other half of two-way communication to let the teacher know how students are responding. With providing feedback and teaching to an objective, this technique keeps instruction on task and efficient. Practice of this skill to enhance its "natural" application will be aided by systematic recording of selected types of cues and by teacher discussion of them with a supervisor or peer.

Adjusting instruction depending on what cues from students infer about attending, responding, and progressing, the teacher may speed up, slow down, or change course. Appropriate adjustment of instruction could include doing a review, doing another introduction, explaining a solution to a problem perceived, skipping ahead to the next point, changing the stimulus or media, or grouping students for different activities depending on progress.

Qualities for Monitoring Instruction

_____A. The teacher monitors significant nonverbal student responses.

_____B. The teacher monitors important student verbal cues.

_____C. The teacher monitors classroom participation of other types than verbal when appropriate.

_____D. The teacher uses a system to record and rate important types of student cues, responses, or participation.

_____E. When needed, the teacher uses deliberate progress checks.

_____F. The teacher appropriately adjusts instruction to student cues, student participation, and/or progress checks.

_____G. The students all attend to instruction.

_____H. The students all respond to instruction.

_____I. Reasonable student progress is shown in student cues, participation, and/or progress checks.

Rate each item separately. Do not add or average ratings. The quality is:

- \- Not applicable or observed
- 1. Partly attained
- 2. Moderately attained
- 3. Largely attained
- 4. Fully attained

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INSTRUCTIONAL TECHNIQUES SERIES

PROVIDING FEEDBACK

Teacher feedback to students can maximize learning by reinforcing correct or desired behaviors and by correcting errors. Positive reinforcement is feedback that is liked or needed by the student; negative is not liked or needed. Positive reinforcement is more effective than negative, but negative has value if used appropriately.

Feedback clearly related to the desired learning behaviors reinforces more effectively. Task-oriented reinforcers, such as reporting that the first three steps in the solution to a problem are correct, permitting the student to go on to the next step, and providing materials needed, are directly related to the learning and likely to be effective. Social reinforcers such as teacher praise, peer approval, and reports to parents, have strong potential but are better if closely tied to the learning task. The teacher saying, "That's right, the adverb goes next to the verb!" is more directly related to learning than just, "That's right!" Token reinforcers, such as grades, points, or candy, are even harder to tie to the learning task. In general, reinforcers intrinsic to the learning task are more effective if they are really desired by the student. If not, social or token reinforcers may be more effective until they lead the student to appreciate task-oriented reinforcers.

A wide variety of positive feedback is more effective than using the same few reinforcers over and over. Teacher verbal reinforcers may include words such as "great," "fine," and "right," comment on good student responses, repeating student answers, and calling on students for specified reasons. Nonverbal teacher feedback includes facial expressions, nodding, gestures, moving closer, establishing eye contact, and touching. Written feedback includes putting student answers on the board, writing comments on assignments, reporting to parents, and certificates specifying a student accomplishment. Each instructional pattern also has specific intrinsic reinforcements for students. There are also more elaborate reward systems for special needs such as permitting time with a desired activity upon earning a certain number of points. With imagination and trials, each teacher can develop a repertoire of reinforcers he or she can use comfortably and judiciously in different teaching situations.

Frequent feedback is important. Students' interest and motivation are enhanced by teacher attention to their performance. It is all too easy to get wrapped up in presentations and to neglect responding to students. Recording a session and counting the number of different types of reinforcements used and the missed chances for reinforcement is a way to develop a sensitivity to frequency of feedback.

Immediate feedback is also vital. Teacher response at the time of instruction is closely associated with the learning task and provides appropriate correction or reinforcement. Delayed response on a paper returned a week later loses some impact.

Positive feedback is more effective than negative since it highlights correct or appropriate student responses and reinforces them. Thus many more positive than negative reinforcers should be used in teacher feedback to students.

Negative feedback, however, is sometimes needed to make corrections and can be used without discouraging the student. Negative reinforcers alone tell the student only that something is wrong, not what should be done. Coupling the correction with a

suggestion or encouragement helps alleviate this problem. Also, negative reinforcers may encourage some students to avoid learning behaviors in which they have failed or to substitute other behaviors such as crying, disruption, or truancy. This effect can be reduced by focusing feedback on the specific behavior, not the person (e.g., not, "You're doing it wrong," but, "The lens is moved away from the slide, not toward it.") and by following negative feedback with positive ("That's right, start the lens close to the slide and move it away.").

Knowing what individual reinforcers work with different students is a problem. Those more capable in a subject may respond well to intrinsic, task-oriented feedback because they get satisfaction from their success and progress. Those experiencing less success and interest may need social or token reinforcers. Many students like teacher praise, some are embarrassed or irritated by it.

Qualities for Providing Feedback

_____A. The teacher clearly relates feedback to specific desired student learning behaviors or instruction.

_____B. The teacher employs a variety of appropriate reinforcers (verbal, nonverbal, written, task intrinsic, social, token, etc.).

_____C. The teacher provides frequent feedback.

_____D. The teacher provides immediate feedback.

_____E. The teacher uses more positive reinforcement than negative.

_____F. The teacher couples negative reinforcers with suggestions and/or encouragement.

_____G. The teacher focuses negative reinforcers on the task rather than on the person.

_____H. The teacher varies the type of feedback used with certain students.

_____I. The students pay attention to and respond to the teacher feedback.

_____J. The students continue or correct specific behaviors as a result of feedback from the teacher.

Rate each item separately. Do not add or average ratings. The quality is:

- \- Not applicable or observed
- 1. Partly attained
- 2. Moderately attained
- 3. Largely attained
- 4. Fully attained

More information can be found in the Instructional Resource Center: Madeline Hunter, "Increasing Productive Behavior," Improved Instruction (TIP Publications, 1976), pp. 11-21.

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INSTRUCTIONAL TECHNIQUES SERIES

VARYING STIMULI

Students are in school a long time. For considerable parts of that time they are relatively passive listeners, observers, or readers. With students accustomed to the relative excitement of playing, watching TV, or interacting with friends outside of school, it is a constant challenge to keep them attending and responding to instruction. One way to meet the challenge is to have interesting content. Another is to have well-planned instruction. Given those two factors, varying the stimuli used in instruction can augment student interest.

Vary the pattern of instruction from day-to-day. Avoid repeating the same presentation or work routine every day. Vary the sequence of questions and types of activities. Check for undue repetition of phrases, expressions or topics. Change the type of assignments given.

Teacher movement. Avoid teaching from the same spot in the classroom. Move about the classroom as communication and activities permit. Deliberate practice can increase appropriate movement.

Gestures. Teacher posture and arm, hand, and body movements are part of communication. The variety and frequency of gestures used can be increased by checking them and practicing appropriate added gestures. Posture and gestures should communicate interest and vitality.

Expression. Changes in facial expression and voice tone, volume, and speed can be used to improve communication and make it more interesting.

Emphasis. Vary intensity of communication by using techniques to emphasize key terms, ideas, or activities. Call special attention by comment, by increasing voice volume, by writing large words on the board, by bringing students close to a demonstration or object, or by use of other ways to focus special attention.

Pauses. Occasional short periods of silence are a change in stimuli. Pauses often lead students to look up at the teacher. They are effective to signal a pending transition or main point.

Media. Variation in channels of communication not only changes stimuli but suits varied student learning styles. Films, filmstrips, video recordings, audio recordings, slides, pictures, transparencies, flash cards, posters, drawings on the board, bulletin boards, etc., all provide variations in sensory experiences.

Physical setting. The content and arrangement of the classroom can alter stimuli. Bring in objects related to that being studied. Rearrange chairs for different group interaction. Have interest centers that students change and develop. Have a project in process that students see change from day-to-day. Change bulletin boards and displays frequently.

Pupil-teacher interaction. This factor can vary from relative teacher dominance of communication to relative student dominance. Some variations running through the continuum are teacher lectures, teacher-led discussion, student-initiated discussion, student panel discussions, student-led study groups, and students tutoring students.

Appropriateness. Variation of instructional stimuli, of course, should remain the means to the goal of improving student attending and responding to instruction. It should focus on instruction rather than distract from instruction. The content and objectives of instruction should determine the use of stimuli rather than vice versa.

Qualities for Varying Stimuli

_____A. The teacher changes the daily pattern of instruction.

_____B. The teacher moves about the classroom as the instructional activities permit.

_____C. The teacher uses a variety of gestures and a dynamic posture.

_____D. The teacher varies facial expression and voice qualities to better communicate.

_____E. The teacher uses appropriate techniques to focus emphasis on key ideas or activities.

_____F. The teacher uses occasional pauses for attention transitions or emphasis.

_____G. The teacher uses a variety of instructional media.

_____H. The teacher changes the physical setting of the room for changes in instructional topics or activities.

_____I. The teacher uses varied types of pupil-teacher interaction.

_____J. Instructional stimuli are suited to the content and objectives of instruction.

_____K. Students attend.

_____L. Students respond well.

Rate each quality separately. Do not add or average ratings. The quality is:

- \- Not appropriate or observed
- 1. Partly attained
- 2. Moderately attained
- 3. Largely attained
- 4. Fully attained

Reference: Dwight Allen and Kevin Ryan, Microteaching (Addison-Wesley, 1969), pp. 15-18.

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INSTRUCTIONAL TECHNIQUES SERIES

TEACHING TO AN OBJECTIVE

Teaching to an objective is directing instruction toward a perceivable goal or objective. It means using learning time and resources effectively and efficiently. It requires an artful focus of learning activities and the avoidance of tangents or irrelevant stimuli.

Teaching to an objective pervades other instructional techniques. It is part of introducing and closing a lesson. Monitoring instruction and responding to students are techniques that support teaching to an objective. Clarity of explanation and varying stimuli also help teach to an objective.

Inquiry, discovery learning, problem-solving, student-directed learning, creativity, or like instructional patterns are not precluded by teaching to an objective. In this type of instruction, goals may be "open-ended" or divergent, but learning needs to be directed effectively toward attaining them. Indeed, teaching to an objective may be a more critical skill for such goals than for those with more specific, predetermined learnings. For example, the goal of having each student plan and complete a unique learning activity on the Civil War likely requires more skillful teaching to an objective than does having each student able to recite in chronological order the names of five major Civil War battles.

Teacher planning precedes teaching to an objective. The goal for instruction needs to be selected or designed carefully, and defined clearly. If it is a complex goal, it should be analyzed and broken into a sequence of objectives leading to the goal. A corresponding sequence of instructional activities should develop the objectives. If the object is well planned, it can be clearly explained by the teacher, can be developed sequentially in a lesson plan, and is apparent to an observer of the lesson.

Effective introduction of the objective to students is important. They must understand the goal from the start to use learning time efficiently. Relatively specific, convergent objectives need clear definition. Relatively open-ended goals require clear explanation of both the goal and the guidelines for reaching it.

A purposeful sequence of activities is needed to teach to an objective. Each activity should build toward the objective. Irrelevant and unnecessary activities are to be avoided. Students should understand the sequence or be involved in planning sequences to reach the objective.

Monitoring cues and responding to students carefully will help teaching to an objective. On-task responses should be reinforced. Responses or actions not on task should be ignored or rejected. The teacher needs to avoid giving undue attention to student behavior not on task since the attention may encourage that behavior and detract from the purposeful, efficient sequence of instruction.

Adjusting instruction in response to student cues may aid teaching to an objective. Seeing that students are not getting a point may merit repetition or change of activities. Flexibility in guiding student learning is important. Changing a planned

sequence of activities in response to a problem or to take advantage of an event in class may help keep students on the path to the objective. If a problem or event indicates the need or opportunity to pursue a different objective, it may be well to leave the first objective and to pursue the more timely one, but students should be provided an appropriate transition.

Artful teaching to an objective incorporates closure and reward with attainment of the objective. The end of the lesson should provide an activity for students to assimilate and use the learning obtained. Praise or other sincere reward for progress on the objective will add to satisfaction. The resulting wholeness of and pleasure in learning likely will enhance retention and application.

Qualities of Teaching to an Objective

_____A. The teacher can clearly state the objective of the lesson.

_____B. The introduction makes the objective clear to students.

_____C. A purposeful sequence of activities leads directly to the objective.

_____D. On-task student behaviors are reinforced.

_____E. Off-task student behaviors are ignored or rejected without undue attention.

_____F. Instruction is adjusted in response to student cues to keep enroute to the objective.

_____G. Closure and reward are incorporated with attainment of the objective.

_____H. Time is used efficiently to pursue the objective.

_____I. Development of the objective pervades all phases of the lesson.

_____J. The objective of the lesson is clear to the observer.

Rate each item separately. Do not add or average ratings. The quality is:

- \- Not applicable or observed
- 1. Partly attained
- 2. Moderately attained
- 3. Largely attained
- 4. Fully attained

More information can be found in the Instructional Resource Center: Madeline Hunter, "The Science of the Art of Teaching"; and Doug Russell and Madeline Hunter, "Planning for Effective Instruction (Lesson Design)."

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INSTRUCTIONAL TECHNIQUES SERIES

GIVING DIRECTIONS

Student failure to follow directions is a common complaint of educators. One possible reason for the failure is that the student really does not want to follow the directions. Another is that the student is not capable of implementing them. A third is that the directions are not clear or complete. The third reason is addressed here with some suggestions for giving effective directions.

Task analysis. Careful planning is important. Analyze exactly what the students are to do. Do a list and/or flow chart of the major steps in order. Plan how to communicate the steps in order with language and visual or written aids comprehensible to the student. Break complex steps into sub-steps.

Number of steps. Limit directions given at any one time to a number of steps that the student can remember and comprehend. With new or complex directions, of course, that number is smaller. With routine procedures it is greater. Break complex processes into several groups of steps to be given at intervals through the process. While the number of steps suitable in each set of directions varies with the age of students and the type of procedure, a rule of thumb is to limit steps given in directions at any one time to three.

Timing. Directions are most effective if given just before they are to be used. Not only is memory less a problem, but need and motivation are greater. If it is necessary to give directions some time in advance, include a timing cue, emphasizing in effect, "When A happens, then do B, C, and D."

Guidelines. For more complex directions provide a written guide on paper, on the board, or on a transparency. This will permit all students to double check as they go along and more capable students to work ahead if the teacher allows.

Media. Use at least two sensory channels if possible. For example, state the directions and list key words on the board, or state the directions and show a picture of each step, or have one or more students demonstrate while an explanation is given.

Attention. Be sure students are giving full attention before the directions are given. A pause to get attention will save time later if confusion is avoided.

Check understanding. After giving complicated directions, check student understanding. One technique is to ask three or four questions about the directions, with each question more difficult. The number of hands raised to answer the last questions (and the answers) give an indication of how many understand. Another technique is to have students in turn explain steps while the rest show thumbs up or down for agreement or disagreement.

Monitoring. Although directions are well planned, effectively given, and checked for comprehension, some students may still make mistakes. The teacher needs to observe student application of the directions and to make corrections. Pairing or grouping students to assist each other also can provide monitoring and correction.

Student skills. Skill in following directions is worth teaching as an end in itself. Students may be given practice in listening carefully so they can repeat directions in their own words, in taking notes on the main steps in directions, in phrasing questions to get clarification, and in checking themselves to see if they follow directions completely and in order. They then may try task analysis and giving directions as a teacher would. Teaching such skills should make life easier for the teacher in the long run.

Teacher practice. With practice of the above suggestions, the teacher can develop a personal style for analyzing, giving, checking, and monitoring directions. There should be benefits for both the teacher and the students.

Qualities for Giving Directions

_____A. The teacher uses directions that reflect analysis of the task to break it into an orderly sequence of steps.

_____B. The teacher limits directions given at any one time to a number of steps appropriate for the students and for the complexity of the task.

_____C. The teacher gives directions either just before their application or with timing cues.

_____D. For more complex directions, the teacher provides a written guide.

_____E. The teacher uses two or more sensory channels in giving complex directions.

_____F. The teacher gains full student attention before proceeding with directions.

_____G. With complicated tasks, the teacher checks student understanding of directions before students implement them.

_____H. The teacher monitors and corrects use of the directions as students apply them.

_____I. The teacher provides instruction in student skills in following directions.

_____J. The students attend to the directions.

_____K. The students use the directions correctly.

Rate each quality separately. Do not add or average ratings. The quality is:

- \- Not applicable or observed
- 1. Partly attained
- 2. Moderately attained
- 3. Largely attained
- 4. Fully attained

Reference: Madeline Hunter, Improved Instruction (TIP Publications, 1976), pp. 97-103.

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INSTRUCTIONAL TECHNIQUES SERIES

HIGHER LEVEL QUESTIONING

Question is defined broadly as any stimulus that elicits from students a response requiring some knowledge and/or thought. It might be a discussion question, a project, a lab exercise, a worksheet, or a test item.

Questions are classified according to the type of thought or cognition required for a correct response. There are six types of cognition and questions classified in cumulative levels from memory to evaluation, with each subsequent level including the thought processes from all lower levels. Thus, the highest level, evaluation, includes elements of all five lower types of thought. The six types of questions are presented here in four groups - memory, comprehension, application, and higher levels (which includes analysis, synthesis and evaluation).

Memory questions only require students to recall or recognize knowledge (facts, terms, rules, generalizations, theories, procedures, etc.) from past experience. They are useful to check or review knowledge (e.g., "What are the three types of lines we studied yesterday?").

Comprehension questions are very useful to check and to develop understanding since they require students to make or use new associations or new relationships among elements of knowledge. There are three subcategories of comprehension. Translation requires students to change a communication from a given form to a new form with the same meaning. "Put it in your own words" is a very common translation question. Change from a verbal to graphic communication (or vice versa) is another (e.g., "Describe what the diagram shows").

Interpretation, the second type of comprehension, requires students to perceive or discover relationships among elements of knowledge. Comparisons and examples are common interpretation questions. ("Which picture shows more life forms?" "Which picture shows symbiosis?")

The third type of comprehension, extrapolation, requires students to project understanding of a known element to a new or unknown situation, such as a different time or context. ("If the Whig party existed today, what would be its stand on the Cuban refugees?" "If inflation continues, what will prices be like in the future?")

Using sets of all three types of comprehension questions is a good way to develop an important new concept or principle. Comprehension questions are also useful to test if students have understanding, not just recall. (Each comprehension question, of course, must involve a new association or knowledge element for the student if it is to be more than memory.)

Application questions are useful to get students to transfer school learnings to real life situations (and to other school settings). They require students, given a new problem, to select the appropriate part of their store of knowledge and to use the

knowledge to solve the problem. The students are not told what knowledge is appropriate, but must make that association on their own. "Story problems" in math often are application questions. Assigning a letter-writing exercise to check application of rules for paragraphing is another example. Use of a number of application questions with important knowledge will help to demonstrate its utility and to get students to apply it in other situations.

Higher level questions are analysis, synthesis, and evaluation. Analysis requires students to break a communication into parts and to use relationships among those parts in answering. ("What is wrong with the explanation?" "What errors, if any, are in this sentence?" "Why won't the engine run?")

Synthesis requires the students to use their knowledge and skill to create a new product. ("Write a different ending for the story." "Make a plan to save energy in your house.") Evaluation requires students to set appropriate standards and to use them in making a judgment. ("Which picture is best? Why?") The higher level questions, of course, are important in developing critical, creative, and evaluative thinking skills.

Patterns of questions may be developed for different purposes. Starting with memory and moving to higher levels is a good way to develop understanding and usefulness of a major learning. Starting with a higher level question requiring knowledge not yet developed is a way to get interest.

As a rule of thumb, it is good to work above the memory level at least a third of the time. If sets of comprehension questions are used, the proportion of time above memory may well be greater. When application and higher level questions are used, there will be fewer questions in the same amount of time since they take longer.

Appropriate time must be allotted for higher level questions. Immediate responses should not be expected. Students need time to do the analyzing, creating, or judging.

As with other skills, students will improve with practice of higher levels of thinking and teachers should provide regular, spaced practice with all levels. Any level of question from memory through evaluation can be relatively difficult or easy. A suitable level of difficulty can be found for all students in all subjects.

Teachers, too, will benefit from practice with questioning techniques. Classifying lists of questions is a good way to get familiar with the different types. Writing patterns of questions from memory through evaluation will develop facility with varied questions. Using certain types with students for given reasons (e.g., comprehension to develop understanding) and checking results will promote artful, productive use of a variety of questions.

Qualities for Higher Level Questioning

_____A. The teacher works with students above the memory level at least a third of the time.

_____B. The teacher uses memory questions to check or review important knowledge.

_____C. The teacher uses comprehension questions to develop understanding of knowledge.

_____D. The teacher uses application questions to transfer learning to real life or other school settings.

_____E. The teacher uses higher level questions (analysis, evaluation, and synthesis) to develop critical and creative thinking skills.

_____F. The teacher gives appropriate time for response to application and high level questions.

_____G. The teacher provides regular, spaced practice with each of the types of thinking.

_____H. The teacher uses a variety of question types and formats.

_____I. The teacher structures appropriate patterns of questions for major learnings.

_____J. The students respond to questions at the level expected.

_____K. The students have reasonable success in answering.

Rate each item separately. Do not add or average ratings. The quality is:

- \- Not applicable or observed
- 1. Partly attained
- 2. Moderately attained
- 3. Largely attained
- 4. Fully attained

References: Benjamin S. Bloom, et al., eds., Taxonomy of Educational Objectives: Handbook I., The Cognitive Domain (New York: David McKay co., 1956); and Norris Sanders, Classroom Questions: What Kinds? (New York: Harper & Row, 1966).

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A-2 QUINCY, MASSACHUSETTES

Clinical Supervision Program for
Professional Staff Evaluation

Special Education Teacher
Competency Indicators

Clinical Supervision Program
for
Professional Staff Evaluation

Form A
Pre-Observation Agreement*

*To be used during Phase I - The Pre-Observation Conference

Phase I - Form A

QUINCY PUBLIC SCHOOLS
Clinical Supervision Program for Evaluation
Pre-Observation Agreement*

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

Self-fulfilling Individuals,
Citizens, and
Workers

in a world that is maximally effective for all.

Supervisee _____ Position _____

Supervisor _____ Position _____

School/Department _____

Tenured___ Non-Tenured 1st___ 2nd___ 3rd___ Date of Pre-Observation agreement _____

Identify the domain and those competencies that relate to the objectives mutually agreed upon as areas of growth. The criteria contained in each objective will be used as benchmarks in the evaluation conference.

Select the domain and competencies from the competency indicator document that directly refers to the supervisee's role.

Document No./Domain	Competency

Phase I - Form A

Mutually agreed upon objectives

A. Specific Objective

Plan of Action

Method of Assessment *[identify formal or informal instrument used for gathering data]*

B. Specific Objective

Plan of Action

Method of Assessment *[identify formal or informal instrument used for gathering data]*

C. Specific Objective

Plan of Action

Method of Assessment *[identify formal or informal instrument used for gathering data]*

Others:

Supervisee's Comments

Supervisor's Comments

_____

Supervisee's Signature *Date*

_____

Supervisor's Signature *Date*

* *To be prepared in duplicate. The signature of the supervisee indicates that he or she has read this report and has knowledge of its content.*

A copy of this form should be maintained on file by the supervisor and the supervisee.

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Clinical Supervision Program
for
Professional Staff Evaluation

Form B-1
Data Collection Form*

*To be used during Phase II - Observation, Monitoring, and Data Collection

Phase II - Form B-1

QUINCY PUBLIC SCHOOLS
Clinical Supervision Program for Evaluation
Data Collection Form

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

Self-fulfilling individuals,
Citizens, and
Workers

in a world that is maximally effective for all.

Supervisee _____ Position _____

Supervisor _____ Position _____

School/Department _____

Date of observation _____

Professional Domain -The professional staff of the Quincy Public Schools recognizes that standards of performance and professional responsibilities exist which, though not directly related to the specific instructional tasks, are reflective of the professional educator. The following represent this area:

Competencies (Reference competencies appropriate to the objectives stated in the Pre-Observation Agreement)	Meeting Role Expectancy	Need for Improvement	Indicators

Comments:

Phase II - Form B-1 - continued

Instructional Domain - The goals of the Quincy Public Schools are to assist all learners to become competent as self-fulfilling individuals, citizens, and workers in a world that is maximally effective for all. It is for this reason that competency indicators in the instructional domain are identified for all professional staff. They serve to delineate the instructional performance and thereby, assist in the supervision of the instructional program.

Competencies (Reference competencies appropriate to the objectives stated in the Pre-Observation Agreement).	Meeting Role Expectancy	Need for Improvement	Indicators

Comments:

Non-Instructional Domain - The professional staff as part of its role within the Quincy Public School System is required to fulfill daily maintenance tasks. These tasks are those duties and responsibilities expected of it in order that the mission of the school system may be maintained.

The competency indicators in this domain, as those in the professional domain, relate directly to total professional performance.

Competencies (Reference comptencies appropriate to the objectives stated in the Pre-Observation Agreement).	Meeting Role Expectancy	Need for Improvement	Indicators

To be prepared in duplicate. Copy to be given to supervisee or supervisor.

**To be used solely for collection of data. Information gathered on this instrument is to be shared by supervisor and supervisee as a preliminary to the Observation Report/Form B-2.*

A copy of this form should be maintained on file by the supervisor and the supervisee.

Clinical Supervision Program
for
Professional Staff Evaluation

Form B-2
The Observation Report*

*To be used during Phase II - Observation, Monitoring, and Data Collection

Phase II - Form B-2

QUINCY PUBLIC SCHOOLS
Clinical Supervision Program for Evaluation
Observation Report*

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

Self-fulfilling Individuals,
Citizens, and
Workers

in a world that is maximally effective for all.

Supervisee _____ Position _____

Supervisor _____ Position _____

School/Department _____

Activity Observed _____

Dates of Observation _____

This report will contain an up-date on those objectives identified by the team. (Refer to Form A). It is based on a review of all data gathered during the observations. (Refer to Form B-1).

Data recorded by supervisor must reflect the objectives mutually agreed upon in the pre-observation conference.

Special Strengths:

Identify Areas for Growth:

Ways in which the supervisor has helped or plans to help the supervisee in the achievement of the mutually agreed upon objectives. [*Based on the data as recorded on the formal or informal instrument*].

Supervisee's Comment: -*optional*

Signature of Supervisee _____ Date _____

Signature of Supervisor _____ Date _____

**To be prepared in duplicate. The signature of the supervisee indicates that he or she has read this report and has knowledge of its content.*

A copy of this form should be maintained on file by the supervisor and the supervisee.

Clinical Supervision Program
for
Professional Staff Evaluation

Form C
The Conference Form*

* *To be used during Phase IV - The Supervisory Conference*

Phase IV - Form C

QUINCY PUBLIC SCHOOLS
Clinical Supervision Program for Evaluation
The Conference Form*

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

Self-fulfilling Individuals,
Citizens, and
Workers

in a world that is maximally effective for all.

Supervisee _____

Supervisor _____

School/Department _____

Date of conference _____

Supervisor's Comments:

Supervisee's Comments:

Signature of Supervisee _____ Date _____

Signature of Supervisor _____ Date _____

**To be prepared in duplicate. The signature of the supervisee indicates that he or she has read this report and has knowledge of its content.*

A copy of this form should be maintained on file by the supervisor and supervisee.

Clinical Supervision Program
for
Professional Staff Evaluation

Form D
Summative Evaluation Report*

*To be used during Phase V - The Evaluation Conference.
This is the only form to be forwarded to the Assistant Superintendent of Business, Plant, and Personnel upon completion of the Cycle of Clinical Supervision.

Phase V - Form D

QUINCY PUBLIC SCHOOLS
Clinical Supervision for Evaluation Program
Summative Evaluation Report*

The Quincy Public Schools is a learner responsive, performance-based school system whose primary mission is to assist all learners in becoming competent as:

Self-fulfilling individuals

Citizens, and

Workers

in a world that is maximally effective for all.

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Department _____

The evaluator is to evaluate the evaluatee's performance with reference to the achievement of the mutually agreed upon objectives. Use a separate form for each objective.

Dates of observations/ contacts:

Phase V - Form D - continued

1. General statement of problem area (s): - *including strengths and weaknesses.*

2. Objective:

3. Summary of help given:

4. Comprehensiveness of observations:

5. Evaluation of objective:

Phase V - Form D - continued

6. Recommendations and/or comments:

7. Evaluatee's comment: - *optional*

Signature of Evaluatee _____ Date _____

Signature of Evaluator _____ Date _____

Date submitted to main office _____

* *The signature of the evaluatee indicates that he or she has read this report and has knowledge of its content.*

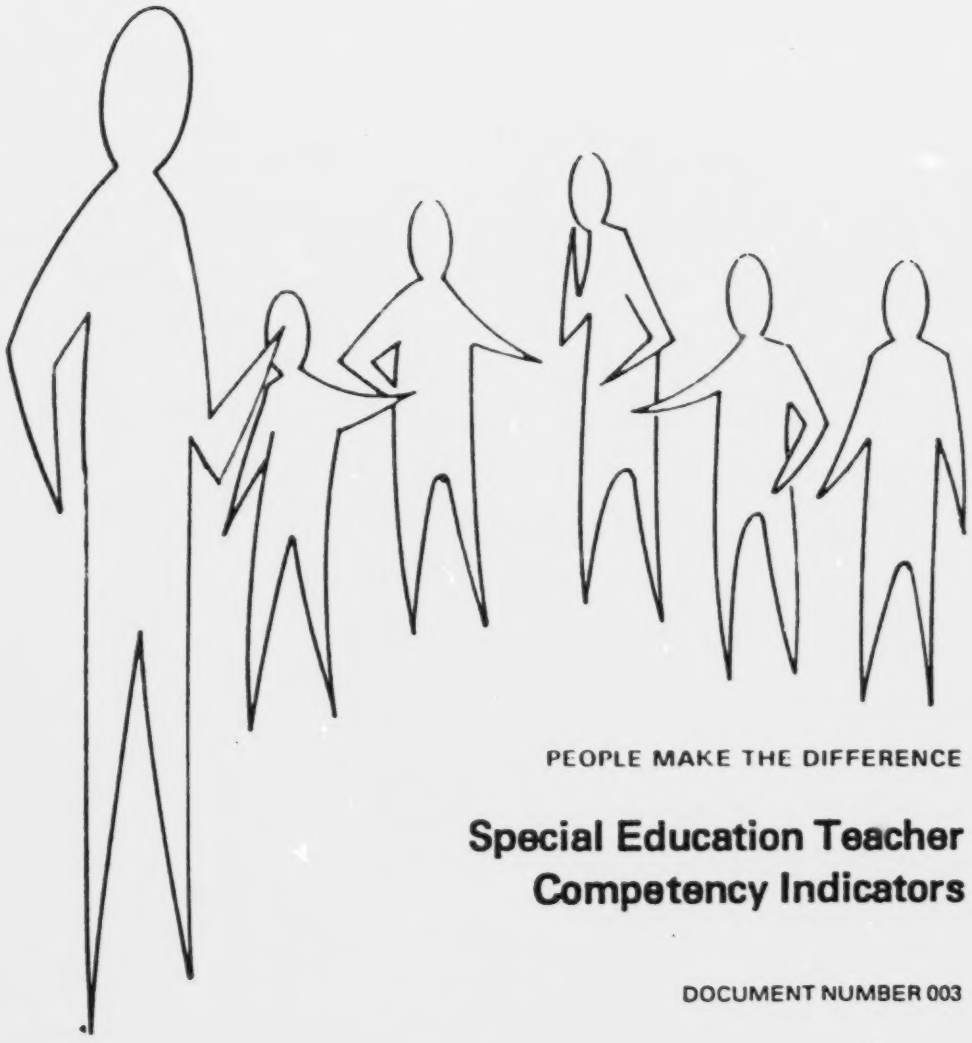
To be prepared in triplicate

One copy to the Evaluatee
One copy to the Evaluator
One copy to the Assistant Superintendent for Plant, Business and Personnel to be placed in the supervisee's file at the main office.

A copy of this form should be maintained on file by the supervisor and supervisee.

Quincy Public Schools

Clinical Supervision Program for Evaluation



PEOPLE MAKE THE DIFFERENCE

Special Education Teacher Competency Indicators

DOCUMENT NUMBER 003

QUINCY PUBLIC SCHOOLS • QUINCY, MASSACHUSETTS

106111

Quincy Public Schools

Clinical Supervision Program for Evaluation

LAWRENCE P. CREEDON
Superintendent of Schools

JOHN A. OSTERMAN
Assistant Superintendent of Schools

WILLIAM L. PHINNEY
Assistant Superintendent of Schools

Quincy School Committee

Honorable Arthur H. Tobin, *Chairman*
Christopher F. Kennedy, *Vice Chairman*
Franics F. Anselmo
Mary P. Collins
Joan C. Picard
John J. Sullivan
Patricia M. Toland
Lawrence P. Creedon, *Secretary*

September 24, 1980

Quincy Public Schools Quincy, Massachusetts

The Competency Indicators in the professional domain
for this professional position are located in Document No. 023.

LIST OF DOCUMENTS
IN QUINCY'S CLINICAL SUPERVISION PROGRAM

Document Title	Document Number
TEACHER - Competency Indicators Instructional and Non-Instructional Domain	001
PSYCHOLOGIST - Competency Indicators Instructional and Non-instructional Domain	002
SPECIAL EDUCATION TEACHER - Competency Indicators Instructional and Non-instructional Domain	003
MEDIA SPECIALIST - Competency Indicators Instructional and Non-instructional Domain	004
COUNSELOR - Competency Indicators Instructional and Non-instructional Domain	005
PRINCIPAL - Competency Indicators Professional, Instructional and Non-Instructional Domains	006
CENTRAL OFFICE ADMINISTRATOR - Competency Indicators Professional, Instructional and Non-Instructional Domains	007
GUIDELINES FOR PLANNING, OBSERVATION, AND EVALUATION	016
THE PROCESS OF CLINICAL SUPERVISION	017
RECOURSE PROCEDURES	018
ORGANIZATIONAL STRUCTURE FOR SUPERVISION	019
TIMELINE	020
SUPERVISION AND EVALUATION FORMS	021
GLOSSARY AND BIBLIOGRAPHY	022
COMPETENCY INDICATORS IN THE PROFESSIONAL DOMAIN FOR TEACHER, PSYCHOLOGIST, SPECIAL EDUCATION TEACHER, MEDIA SPECIALIST, COUNSELOR	023
GUIDE TO QUINCY'S PROGRAM OF CLINICAL SUPERVISION FOR EVALUATION	024

INSTRUCTIONAL DOMAIN - SPECIAL EDUCATION TEACHER

The goals of the Quincy Public Schools are to assist all learners to become competent as self-fulfilling individuals, citizens, and workers in a world that is maximally effective for all. It is for this reason that competency indicators in the instructional domain are identified for all professional staff. They serve to delineate the instructional performance and thereby, assist in the supervision of the instructional program.

Competency I: **PLANS INSTRUCTION TO ACHIEVE PERFORMANCE OBJECTIVES FROM QUINCY'S DESIGN FOR LEARNING.**

The following indicators are relevant to the attainment of the competency:

A. Includes stated objectives for learners in the Individualized Educational Plan.

B. Includes in the Individualized Educational Plan a statement of student objectives which are written in broad terms.

C. Demonstrates teaching procedures that are specific and appropriate for the objectives of the student.

D. Uses a variety of appropriate procedures that include both teacher-centered and student-centered approaches.

E. Incorporates appropriate learning materials into the Individualized Educational Plan for each student as related to his/her learning style.

F. Uses evaluation procedures or materials for student assessment in the instructional process.

G. Develops evaluation procedures such as progress checks, self-tests, skill tests, or interviews appropriate to the objectives.

Competency II: ORGANIZES INSTRUCTION BASED ON INDIVIDUAL DIFFERENCES OF STUDENTS.

The following indicators are relevant to the attainment of the competency:

A. Presents instruction based on an assessment of the student's performance.

B. Makes available learning materials which meet the needs of all students.

C. Offers several modes of instruction in response to the Individual Educational Plan of each student.

D. Demonstrates classroom strategies that permit students to work at their own learning rate.

E. Makes available alternative daily program activities appropriate for each student according to his/her Individualized Educational Plan (I.E.P.).

Competency III: OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL STUDENTS.

The following indicators are relevant to the attainment of the competency:

A. Plans pre and post assessments to determine student achievement of the objectives.

B. Determines student progress using appropriate evaluation methods.

C. Maintains Individualized Educational Plans for each student on his/her achievement and growth.

D. Selects, administers, and interprets the results of appropriate diagnostic tools for TEAM evaluation testing.

E. Utilizes record and management systems which speak directly to progress made toward achieving specific objectives in each special education student's Individualized Educational Plan.

F. Conducts conferences with individual students to discuss learning or motivational problems.

G. Involves the student in completing and/or interpreting his/her quarterly progress report.

Competency IV: **IDENTIFIES STUDENTS WITH SPECIFIC LEARNING PROBLEMS FOR REFERENCE TO APPROPRIATE PERSONNEL.**

The following indicators are relevant to the attainment of the competency:

A. Seeks and uses information from available records to determine the problems of individual students.

B. Obtains and uses information from available records to plan instruction to meet the needs of the individual students.

C. Demonstrates an awareness of learner problems which require the assistance of appropriate specialists (e.g., a physician, psychologist, speech therapist, counselor).

D. Seeks out and discusses the results of the referral with classroom teachers and other specialists in order to assist the student.

E. Uses information about specific student problems obtained during meetings with co-workers to aid the student.

F. Communicates with parents concerning the student's progress.

G. Defines for parents the specific activities used to assist students in the achievement of their objectives in their Individualized Educational Plan.

Competency V: **ANALYZES DATA FOR THE REVISION OF INSTRUCTIONAL PROGRAMS AS APPROPRIATE.**

The following indicators are relevant to the attainment of the competency:

A. Changes instructional modes based on an analysis of student performance.

B. Varies instruction based on an analysis of the Individualized Educational Plan, (I.E.P.).

C. Modifies the instructional program periodically based on an analysis of learner performance.

Competency VI: USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.

The following indicators are relevant to the attainment of the competency:

A. Coordinates teaching strategies and modes of instruction to assist students in the achievement of the objectives.

B. Selects the appropriate teacher strategies and modes of instruction in order to establish the appropriate learning environment.

C. Provides media presentations and/or prepares materials to accompany the planned lessons.

D. Utilizes methods, materials, and media that are consistent with the Individualized Educational Plan written for each student.

Competency VII: COMMUNICATES WITH STUDENTS.

The following indicators are relevant to the attainment of the competency:

A. Gives directions and explanations which are clear and remedies any confusion.

B. Encourages and assists learners when they seek clarification.

C. Uses positive words or actions to encourage responses and questions from students.

D. Involves the student in the writing of his/her Individualized Educational Plan, when appropriate.

E. Provides positive feedback to students.

F. Helps the student evaluate the adequacy of his/her performance.

G. Uses acceptable written and oral expression with students.

H. Assists the student to understand the general goals of his/her Individualized Educational Plan.

I. Explains to the student the specific objectives for each learning activity.

Competency VIII: DEMONSTRATES A VARIETY OF TEACHING STRATEGIES.

The following indicators are relevant to the attainment of the competency:

A. Arranges skills or activities to present ideas in a logical sequence.

B. Makes use of appropriate modes of instruction such as drill, inquiry, discussion, role playing, demonstration, explanation, and problem solving, etc.

C. Provides a rationale for the teaching method being used.

D. Uses teaching methods appropriate to each group size.

E. Provides special education students with the opportunity to interact within small groups to aid each other in the achievement of Individualized Educational Plan objectives.

Competency IX: ENCOURAGES AND REINFORCES LEARNER INVOLVEMENT IN INSTRUCTION.

The following indicators are relevant to the attainment of the competency:

A. Designs learning activities to provide successful experiences for each student.

B. Applies positive reinforcement strategies to encourage and reward student efforts.

C. Permits the active participation of students in classroom experiences in order that they may recognize the rewards of such an experience.

D. Provides opportunities for active participation by students (e.g., small group discussion, physical manipulation of materials, physical movement, individual work, etc.).

E. Uses activities which are appropriate for learners, and varies the pace and nature of the activity.

F. Responds positively to learners who participate and identifies learners who are off task.

Competency X: DEMONSTRATES AN UNDERSTANDING OF THE DISCIPLINE SUBJECT BEING TAUGHT.

The following indicators are relevant to the attainment of the competency:

A. Utilizes the comprehensive concepts and performance objectives of the school system curriculum.

B. Encourages the student to question or to relate to general or specific objectives in his/her Individualized Educational Plan.

C. Assists students to conceptualize by adjusting the material to each student level.

Competency XI: ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

The following indicators are relevant to the attainment of the competency:

A. Anticipates and attends to routine tasks in an efficient manner.

B. Delineates student responsibility for various dimensions of the task (e.g., distributing materials, picking up work area, etc.).

C. Begins activities promptly and avoids digressions.

D. Maintains a neat and orderly work station.

E. Creates a pleasant atmosphere for learner progress.

F. Establishes classroom rules for students.

G. Enforces school rules with students.

Competency XII: **ESTABLISHES AND MAINTAINS AN ENVIRONMENT CONDUCIVE TO LEARNING.**

The following indicators are relevant to the attainment of the competency:

A. Makes efficient use of time and facilities.

B. Organizes classroom activities and materials to maintain student interest.

C. Creates and maintains appropriate climates for learning.

D. Creates and maintains a democratic and orderly atmosphere within the classroom.

E. Creates a learning environment which evidences an understanding of each special education student's learning style.

F. Creates a learning environment which will stimulate each special education student to realize his own potential.

NON-INSTRUCTIONAL DOMAIN - SPECIAL EDUCATION TEACHER

The professional staff as part of their role within the Quincy Public School System is required to fulfill daily maintenance tasks. These tasks are those duties and responsibilities expected of them in order that the mission of the school system may be maintained.

The competency indicators in this domain, as those in the professional domain, relate directly to total professional performance.

Competency I: PRACTICE SCHOOL HEALTH AND SAFETY PROCEDURES.

The following indicators are relevant to the attainment of the competency:

A. Supervises students during fire or disaster drills.

B. Reports equipment in need of repairs.

C. Adheres to safety procedures as stated in the Administrative Procedures Manual.

D. Reports potentially hazardous physical conditions.

E. Demonstrates knowledge of individual student medical needs.

F. Keeps room properly lighted, ventilated, and free of hazards to health.

Competency II: MAINTAINS ACCURATE RECORDS ON STUDENTS, MATERIALS, AND EQUIPMENT.

The following indicators are relevant to the attainment of the competency:

A. Prepares and submits accurate enrollment and attendance reports.

B. Prepares grade book with names of students and all pertinent data.

C. Explains confidential diagnostic and assessment data to appropriate persons.

D. Averages and prepares grades for reporting to parents.

E. Informs parents and/or legal guardians of the progress of the child when appropriate.

F. Prepares and maintains records required by the administration.

Competency III: **ADDRESSES STUDENT DISCIPLINE AND ATTENDANT PROBLEMS.**

The following indicators are relevant to the attainment of the competency:

A. Establishes and clearly communicates parameters for student behavior.

B. Assists student toward self-discipline and acceptable standards of behavior.

C. Keeps administration and parents/guardians informed of classroom behavior on a systematic, accurate, and timely basis.

D. Respects student self-worth in managing student behavior.

E. Promotes an environment which encourages positive peer/group interaction.

Competency IV: **DEVELOPS AND SUBMITS BUDGET REQUESTS ACCORDING TO PROGRAM NEED TO ADMINISTRATION.**

The following indicators are relevant to the attainment of the competency:

A. Requests learning materials for students based on student and program need.

B. Makes sound budget recommendations and adheres to budget deadline.

C. Prepares an inventory of materials and supplies as directed by administration.

Competency V: **PERFORMS ALL REQUIRED PROFESSIONAL DUTIES AND RESPONSIBILITIES ACCORDING TO SCHOOL COMMITTEE POLICY.**

The following indicators are relevant to the attainment of the competency:

A. Demonstrates punctuality.

B. Holds scheduled classes and appointments.

C. Attends building and system-wide meetings according to release day schedule.

TITLE IX CONTINUING POLICY STATEMENT

The Quincy Public Schools does not discriminate on the basis of race, color, sex, religion or national origin in its educational activities or employment practices as required by Title IX of the 1972 Federal Education Amendments.

Printed by the Production Department
Office of Staff and Management Development
Quincy Public Schools May 1981

A-3 COLUMBIA, MISSOURI

Teacher Performance Assessment Instrument

TEACHER PERFORMANCE ASSESSMENT INSTRUMENT

(TO BE COMPLETED AS A COMPONENT OF THE COLUMBIA PUBLIC SCHOOL DISTRICT TEACHER APPRAISAL)

TEACHER'S NAME: _____ SCHOOL: _____

		DATE
I.	**PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES**	
1.	(3) Selects learner objectives for lesson.	1.
2.	(3) Selects teaching procedures for lesson.	2.
3.	(3) Selects content, materials and examples for lesson.	3.
4.	(4) Utilizes materials and procedures for assessing learner progress on the objectives.	4.
5.	(4) Provides instruction at a variety of levels.	5.
	ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DIFFERENCES AMONG LEARNERS	
6.	(3) Organizes instruction to take into account differences in capabilities among learners.	6.
7.	(3) Organizes instruction to take into account differences in learning styles among learners.	7.
8.	(3) Organizes instruction to take into account differences in rates of learning among learners.	8.
	USES INSTRUCTIONAL TECHNIQUES, METHODS AND MEDIA RELATED TO OBJECTIVES	
9.	(4) Uses teaching methods appropriate for objectives, learners and environment.	9.
10.	(3) Uses instructional equipment and other instructional aids.	10.
11.	(4) Uses instructional materials that provide learners with appropriate practice on objectives.	11.
	COMMUNICATES WITH LEARNERS	
12.	(4) Gives directions and explanations related to lesson content.	12.
13.	(4) Clarifies directions and explanations when learners misunderstand lesson content.	13.
14.	(4) Uses responses and questions from learners in teaching.	14.
15.	(3) Provides feedback to learners throughout the lesson.	15.
16.	(5) Uses acceptable written and oral expression with learners.	16.
	DEMONSTRATES A REPERTOIRE OF TEACHING METHODS	
17.	(3) Implements learning activities in logical or appropriate sequence.	17.
18.	(3) Demonstrates ability to conduct lessons using a variety of teaching methods.	18.
19.	(4) Demonstrates ability to work with individuals, small groups and large groups.	19.
	REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION	
20.	(3) Uses procedures which get learners initially involved in lessons.	20.
21.	(4) Provides learners with opportunities for participation.	21.
22.	(4) Maintains learner involvement in lessons.	22.
23.	(4) Reinforces and encourages the efforts of learners to maintain involvement.	23.
	DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT	
24.	(3) Helps learners recognize the purpose and importance of topics or activities.	24.
25.	(4) Demonstrates knowledge in the subject area.	25.
	ORGANIZES TIME, SPACE, MATERIALS AND EQUIPMENT FOR INSTRUCTION	
26.	(3) Attends to routine tasks.	26.
27.	(4) Uses instructional time effectively.	27.
28.	(4) Provides a learning environment that is attractive and orderly.	28.
	DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNING	
29.	(4) Communicates personal enthusiasm.	29.
30.	(4) Stimulates learner interest.	30.
31.	(4) Conveys the impression of knowing what to do and how to do it.	31.
	HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPT	
32.	(4) Demonstrates warmth and friendliness.	32.
33.	(4) Demonstrates sensitivity to the needs and feelings of learners.	33.
34.	(4) Demonstrates patience, empathy and understanding.	34.
	MANAGES CLASSROOM INTERACTIONS	
35.	(4) Provides feedback to learners about their behavior.	35.
36.	(4) Promotes comfortable interpersonal relationships.	36.
37.	(4) Establishes and maintains appropriate classroom behavior.	37.
38.	(4) Manages disruptive behavior among learners.	38.

BEST COPY AVAILABLE

II. OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS

39. (3) Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.
40. (4) Communicates with individual learners about their needs and progress.

REFERS LEARNERS WITH SPECIAL PROBLEMS TO SPECIALISTS

41. (3) Obtains and uses information about learners from cumulative records.
42. (3) Identifies learners who require the assistance of specialists.
43. (3) Obtains and uses information from co-workers and parents to assist with specific learner problems.

OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION AND REVISES INSTRUCTION WHEN NECESSARY

44. (3) Obtains information on the effectiveness of instruction.
45. (4) Revises instruction as needed using evaluation results and observation data.

MEETS PROFESSIONAL RESPONSIBILITIES

46. (4) Works cooperatively with colleagues, administrators and community members.
47. (4) Follows the policies and procedures of the school district.
48. (4) Demonstrates ethical behavior.
49. (4) Performs extra-instructional duties.

ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT

50. (4) Participates in professional growth activities.
51. (4) Shares and seeks professional materials and ideas.

39.						
40.						
41.						
42.						
43.						
44.						
45.						
46.						
47.						
48.						
49.						
50.						
51.						
Observer						

OBSERVER'S COMMENTS (include observer's initials and date):

END OF YEAR SUMMATION:

Principal's Signature: _____ Date: _____

Teacher's Comments:

Teacher's Signature: _____ Date: _____
(signifies teacher has had the opportunity to see this form)

Adapted from the Teacher Performance Assessment Instrument developed by the Georgia State Department of Education & the College of Education, University of Georgia.

THE C.A.S.E. PRACTICUM OBSERVATION INSTRUMENT

SANTA FE COMMUNITY COLLEGE

OBSERVATION FORM

Developed by: Dr. Grace Hodgson
Dr. Sue Mulkerne
Dr. Jon M. Saulson
Dr. Robert Soar

Cover sheet to be completed once a quarter and Observation Form (OF) to be filled out by C.A.S.E. supervisor on each supervision visit.

C.A.S.E. Student _____

Term _____

Directing Teacher _____

Practicum Site _____

C.A.S.E Supervisor _____

Type of class (SLD, EH, EMR, TMR, PI, PMR, Multi, _____)

School grade (Preschool, K-5, 6-8, 9-12, all grades, _____)

Intern in room? _____ Paid aide in room? _____

Codes for use on Observation Form:

I. Practicum student's group size: A 1:1, B 2-3, C 4-6, D 7+

II. Curriculum type:

A. Reading
B. Math
C. Spelling
D. Handwriting
E. Fine-motor
F. Gross-motor
G. Self-help: Eating
H. Self-help: Dressing
I. Self-help: Toileting
J. Free-play
K. Physical Education
L. Art
M. Music
N. Combination (i.e., A & C, etc.)
O. Other (specify, i.e., AV set up)
P. Vocational
Q. Bus duty
R. Lunch duty
S. Consultation with teacher or other
T. Pre-academic skills

I. General Procedures

1. Familiarize directing teacher and practicum student with instrument.
2. See observation schedule. (PART II Below)
3. The standard data collection procedure is to observe for two (2) minutes and check an item if it occurred. It is checked only once regardless of how many times the behavior occurs.

The instrument can be administered more than one time during the visit.

If collecting standardized data is not an issue, and only feedback is involved, a different procedure may be used. For example, if the practicum student is working with only one pupil, it may be desirable to tally frequency of responses within the observation period.

II. Observation Schedule

1. Observe for a few minutes before beginning to officially observe.
2. Observe at least every other week for a minimum of 15 minutes (usually 3 – 2 minute time segments).
3. Two possibilities
   a. Visit on a specific day and time regularly to see consistency and improvement.
   b. Vary the schedule later on to look for generalization.

III. How to Utilize

1. Although it is important in regular classrooms, the distinction between academic and social will often not be useful. It has been retained since it may be useful for practicum students who are in either regular education (mainstreamed pupils) or settings for mildly handicapped students.

2. It is the focus of the instrument to tally only the behaviors of practicum students which have either a positive or negative effect on children. If a behavior has no consequence it is not to be tallied. For example: In dealing with a severely handicapped a practicum student might interrupt with "I don't know why she can't do it now. She did it before." The practicum student could then go back to the task and not bother anyone. However, in another setting such an interruption would be inappropriate.

OBSERVATION FORM	INSTRUCTIONAL			Behavior		
sponse						
Praises correct response						
Accepts correct response (without praise)						
Corrects incorrect response (written or verbal, physical)						
Accepts incorrect response						
Ignores incorrect response						
Waits for a response						
Pressures with time constraints						
wards						
Eye contact for reinforcement						
Utilizes eye contact						
Uses rewards for reinforcement appropriately						
Uses rewards inappropriately						
rections						
Gives directions						
Gives nonfunctional directions						
a. wrong						
b. too short						
c. too complex						
d. too long						
e. too fast						
Prompts appropriately						
a. begin task						
b. point						
c. associates						
d. redirects						
Prompts inappropriately						
a. fails to provide						
b. wrong						
c. too soon						
d. fades too soon						
Uses manual guidance						
Structures free-time						
Maintains individual student involvement						

OBSERVATION FORM	INSTRUCTIONAL II			Behavior	
19. Interrupts pupil activity					
20. Maintains group involvement					
a. while working with individual					
b. while working with group					
21. Does not maintain group involvement					
a. while working with individual					
b. while working with group					
22. Ignores off task behavior appropriately					
23. Ignores off task behavior inappropriately					
24. Removes unneccessary distractions					
25. Does not remove distractions					
Positioning/Modeling					
26. Positions self appropriately					
a. on child's level					
b. next to child/children					
c. behind child/children					
d. facing child/children					
27. Positions self inappropriately					
a. on child's level					
b. next to child/children					
c. behind child/children					
d. facing child/children					
28. Provides inappropriate model					
Questioning					
29. Questions					
a. implies criticism					
b. for information					
c. used for control					
Materials					
30. Uses materials					
a. appropriate materials					
b. used appropriately.					
c. uses materials inappropriately					
31. Displays familiarity with schedule or program					
32. Sets the stage					

OBSERVATION FORM	Academic Instructional			Social Behavior	
Transitions					
33. Made smoothly					
34. Not made smoothly					
35. Transition to inappropriate activity					

INSTRUMENT ITEM DEFINITIONS

1. Praises response effectively. Response may be written, verbal or physical.
   Praises immediately after the behavior.
   Follows schedule most appropriate for individual child.
   Praises partially correct response when appropriate.

2. Accepts correct response – child must make a response and practicum student does not directly praise, but indicates acceptance.
   Examples: says "ok", says "correct", repeats response, or moves to next question

3. Corrects incorrect response – child makes incorrect response either written, verbal or physical, and practicum student responds. (Example: the answer is this.)

4. Accepts incorrect response – child must make a response and practicum student responds. Examples: says "ok", says "correct", repeats response, or moves to next question.

5. Ignores incorrect response – child must make an incorrect response and practicum student does not respond to child.

6. Allows a minimum of three seconds for response. This could be after a question or following a signal for a response.

7. Teacher presses child to hurry in order to be ready for next activity.

8. Utilize eye contact as reinforcement – (child completes assignment, teacher looks at child).

9. Utilizes eye contact for control.
   Makes occasional eye contact during interaction glares.

10. Times rewards correctly; uses tangible rewards when necessary; fades appropriately, for example: moves from tangible to social to no reward and reinforced behavior is maintained; lengthens time between rewards as behavior increases or decreases as desired; changes amount of reward as behavior increases or decreases as desired.

11. Times reward incorrectly; using tangible rewards for students on or ready for a social level of reinforcement; fades inappropriately from tangible to social to no reward and reinforced behavior is not maintained; time between rewards too long/too short; does not change amount of reward as behavior increases or decreases.

12. Teacher correctly states or shows how task is to be completed.

13. Directions are too brief, too long, too complex for child to follow.

14. Cues child for a response. Example: 1) Asks child for a word beginning with "m". When no response say "mmmmm." 2) Asks child to sit, when no response – gives child a gentle push.

15. Prompt comes before child has chance to respond, or fades prompt too soon. Or uses an incorrect prompt, or fails to prompt.

16. When appropriate:
Example: Physically guides child in writing letters; assists child in rolling over; puts hand on child's shoulder to guide him to seat.

17. If free time is available, activities are provided for students.
For example: games are provided; choice of one or two activities; records and headphones provided; learning centers provided; students should be actively engaged in one of the activities.

18. When teacher interrupted, provides pupil with activity.

19. Teacher interrupts pupil's ongoing task to speak to another adult, correct another child, to ask child question to give future directions; leaves pupil dangling.

20. a. providing group members with activities while working one-to-one
b. does not allow students to stray from task; be prepared, have all necessary materials at hand; does not allow interruptions by students or activities not in group to draw group off task

21. a. does not provide group members with activities while working one-to-one
b. allows students to stray from task; does not have all necessary materials at hand; allows interruptions by students or activities not in group to draw group off task.

22. Ignoring off task behavior appropriately - student yelling "teacher, teacher."

23. Ignores off task behavior inappropriately - child hitting other child.

24. Teacher removes distracting items (toys, caps, snacks, etc.) from child's work area.

25. Does not remove distractions which have potential to interfere with learning.

26. Positions appropriately
a. Teacher sits or kneels to be on same level as child; materials placed so teacher and child can read easily.
b. Teacher sits, kneels or stands by side of child; materials placed so teacher and student can read easily; appropriate when attempting to fade teacher dependency; when attempting to establish rapport, when attempting to establish control.
c. Behind child - appropriate for manual guidance; when establishing control.
d. Facing child - appropriate for hard of hearing students, for responses in group activity.

27. Positions inappropriately
a. hovering, staying too close
b. should be facing child; too close, adds pressure
c. should be facing child; when trying to get attention
d. when materials are between student and teacher and are upside down for either

Definitions - continued

28. a. does not limit conversation to education/classroom concerns; discusses confidential information with inappropriate persons; or in front of inappropriate persons
    b. does not follow dress code; wears too much jewelry or make-up
    d. puts feet on desk; sits on desk; drinks cokes and coffee in classroom; puts head down on desk

29. a. You don't have your pencil, do you?
    Where are you supposed to be?
    b. Are you having trouble?
    Do you have your pencil?

    c. Do you remember what we talked about.
    How much is 3 times 5?

30. a. Utilizes materials that are appropriate for student's age, ability, handicap.
    b. Materials used as instructions and/or student evaluations dictate.
    c. Utilizes materials that are inappropriate for students - age (student socially aware, but teacher uses immature book), ability (reading material too high), handicap (overheads for visually impaired).

31. Moves from activity to activity without need to recheck schedule.

32. Gathers necessary materials before beginning; and is prepared for their use. Also positions child for the activity before beginning.

33.

34. Soon;sudden; abrupt; too many transitions.

35. Moves to activity before necessary skills are acquired. Proper task analysis not followed.

A-5 ELKTON, MARYLAND

SACB Checklist for Special Educators*

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SACB Checklist Competencies and
Behavioral Scoring Criteria

COMPETENCY

#11. The Special Educator can give clear directions and explanations.

SCORE	PERFORMANCE CRITERIA
2.	Students do not evidence any misunderstandings during the observation or at the first sign of misunderstanding, the teacher determines the student's confusion and restates or clarifies the directions, using different words or using additional aides (visual, demonstrations).
1.	Only after student(s) ask(s), or shows confusion the teacher gives clarification which is essentially the same as initial directions.
0.	Directions and explanations are difficult to understand and the student's request for clarification is ignored by the teacher or teacher does not notice student's confusion.

COMPETENCY

#12. The Special Educator can actively involve students in the lesson.

SCORE	PERFORMANCE CRITERIA
2.	Ninety to one hundred percent of the students are attending to the teacher or their appropriate task.
1.	Fifty to ninety percent of the students are attending to the teacher or their appropriate tasks.
0.	Less than 50% of the students are not attending to the teacher or their appropriate task.

COMPETENCY

#13. The Special Educator can use class time effectively.

SCORE	PERFORMANCE CRITERIA
2.	Teacher follows planned schedule and there are no unnecessary or undesirable delays during the lesson.
1.	Teacher follows planned schedule but has unnecessary and undesirable delays during the lesson.

0. Teacher does not follow planned schedule; or, teacher has many undesirable and unnecessary delays during the lesson.

COMPETENCY

#14. The Special Educator can demonstrate various instructional methods congruent with students' IEPs.

SCORE PERFORMANCE CRITERIA

2. Observer checks random sampling of 30% of class IEPs. If 90-100% of IEPs are congruent with instructional methods, teacher scores 2.

1. Observer checks random sampling of 30% of class IEPs. If 70-80% of IEPs are congruent with instructional methods teacher scores 1.

0. Observer checks random sampling of 30% of class IEPs. If less than 70% of IEPs are congurent with instructional methods teacher scores 0.

COMPETENCY

#15. The Special Educator demonstrates flexibility in using alternative methods when planned methods prove ineffective.

SCORE PERFORMANCE CRITERIA

2. Teacher effectively utilizes an alternative instructional method when planned method proves ineffective.

1. Teacher attempts an alternative method, but does not utilize the method effectively.

0. Teacher makes no attempt to use an alternative method when planned method is ineffective.

NA: There is no need to provide alternative methods of instruction, as the present method is effective.

COMPETENCY

#16. The Special Educator conducts routine tasks.

SCORE PERFORMANCE CRITERIA

2. Teacher efficiently handles all routine tasks. Students are aware of the routines and follows them without disruption.

1. Teacher efficiently handles some routine tasks and students are not familiar with the routine.

0. Teacher inefficiently handles routine tasks and student confusion and disruptions are evident.

COMPETENCY

#17. The Special Educator can provide immediate feedback to students.

SCORE PERFORMANCE CRITERIA

2. Teacher evaluates students and informs the students regarding negative and positive performance and in addition, attempts to help students evaluate their own performance, if appropriate.

1. Teacher evaluates and informs the students regarding negative and positive performance but makes no efforts to help students evaluate their own performance, if appropriate.

0. Responds to aspects of poor student performance only or offers no positive or negative feedback to students.

COMPETENCY

#18. The Special Educator demonstrates use of various behavior management systems for managing student behavior.

SCORE PERFORMANCE CRITERIA

2. Teacher effectively utilizes behavior management systems for appropriate students; or, teacher utilizes methods (praise, on task maintenance, etc.) to maintain appropriate behavior and consequently there is no need for behavior management system.

1. Teacher ineffectively use behavior management system for one or more students.

0. Teacher shows no evidence of behavior management systems for one or more students.

COMPETENCY

#19. The Special Educator can create a positive atmosphere in the classroom.

SCORE PERFORMANCE CRITERIA

2. Teacher continuously shows warmth and enthusiasm toward the students, continuously reinforces learners and continuously shows students through words and actions that their problems are understood.

1. Teacher shows little warmth and enthusiasm, reinforces learners, rarely reinforces learners and rarely does or says anything that helps students feel their problems are understood.

0. Teacher uses sarcastic language with the students and/or makes derogatory comments and/or permits discourteous interchanges among students.

COMPETENCY

#20. The Special Educator can utilize aides and similar staff effectively.

SCORE PERFORMANCE CRITERIA

2. Teacher demonstrates effective planning for aide; aide and teacher work cooperatively. The aide is involved with instruction, following the plans, as written.

1. Plans are evident but aide is not involved with instruction.

0. The aide is not involved with instruction and there are no plans.

NA: No instructional aide is provided for the class.

COMPETENCY

#21. The Special Educator can write and implement lesson plans that reflect the students' IEPs.

SCORE PERFORMANCE CRITERIA

2. Observer checks random sampling of 30% of class IEPs. The teacher's lesson plans reflect students' needs as outlined by the goals and objectives on the IEPs.

1. Observer checks random sampling of 30% of class IEPs. The teacher's plans reflect students' IEPs but the lesson does not follow the plans.

0. Observer checks random sampling of 30% of clas IEPs. Teacher's plans and lesson do not reflect students' IEPs.

COMPETENCY

#22. The Special Educator can arrange physical elements to maximize learning.

SCORE	PERFORMANCE CRITERIA
2.	Teacher arranges physical elements that provide for individual, small and large groups, as appropriate and for structured and unstructured learning activities, providing for the needs of the total class.
1.	Teacher arranges physical elements but does not provide for the needs of the total class and only some of the conditions in #2.
0.	Teacher does not arrange physical elements for the total class and does not take into account any of the conditions in #2.

COMPETENCY

#23. The Special Educator can provide for various sized groupings simultaneously.

SCORE	PERFORMANCE CRITERIA
2.	Teacher provides various group sizes (individual, small, group) matched to achieve lesson objective.
1.	Teacher makes ineffective use of instructional groupings.
0.	Teacher makes no attempt to group students for instructional purposes.

COMPETENCY

#24. The Special Educator can present instructional tasks in a sequential manner increasing in number duration and complexity.

SCORE	PERFORMANCE CRITERIA
2.	Teacher presents instructional tasks sequentially, and increases their complexity, number and duration.
1.	Teacher presents some instructional tasks that are not sequenced.
0.	Teacher presents instructional tasks that are out of sequence and are unrelated to one another.

COMPETENCY

#25. The Special Educator can analyze student errors and provide reteaching immediately.

SCORE	PERFORMANCE CRITERIA
2.	Teacher always analyzes student errors and provides reteaching immediately.
1.	Teacher sometimes analyzes student errors and sometimes provides teaching.
0.	Teacher makes no attempt to analyze errors or provide reteaching.
NA:	No reteaching is necessary as the student makes no mistakes.

COMPETENCY

#26. The Special Educator can utilize and/or adapt commercial and/or teacher-made materials.

SCORE	PERFORMANCE CRITERIA
2.	Teacher-made and/or commercial materials are related to curriculum area and apply to student needs.
1.	Teacher or adapted materials are related to what is being taught, but do not match their needs.
0.	Teacher materials are inappropriate to students' needs.

COMPETENCY

#27. The Special Educator can teach a lesson in sequential order.

SCORE	PERFORMANCE CRITERIA
2.	Teacher presents lesson in sequential order, including effective introduction/recall, body of lesson, summary /evaluation, follow-up.
1.	Teacher has some lesson elements in sequential order.
0.	Lesson is presented in a disorganized fashion.

COMPETENCY

#29. The Special Educator can provide sufficient time for students to practice newly acquired skills.

SCORE PERFORMANCE CRITERIA

2. Teacher provides sufficient time for students to practice newly acquired skills.

1. Teacher provides limited, but insufficient time for students to practice newly acquired skills.

0. Teacher does not provide any time for students to practice newly acquired skills.

COMPETENCY

#35. The Special Educator can provide students with practical application of newly acquired skills.

SCORE PERFORMANCE CRITERIA

2. Teacher provides students with sufficient practical application of newly acquired skills and/or encourages students to relate newly acquired skills to their personal situations.

1. Teacher makes limited attempt at providing students with practical application of newly acquired skills.

0. Teacher makes no attempt to provide students with practical application of newly acquired skills.

COMPETENCY

#36. The Special Educator can provide activities involving as many senses as possible.

SCORE PERFORMANCE CRITERIA

2. Ninety to one hundred percent of the students are provided activities (when appropriate) involving as many senses as appropriate.

1. Seventy to eighty-nine percent of the students are provided activities (when appropriate) involving as many senses as appropriate.

0. Less than 70% of the students are provided activities (when appropriate) involving as many senses as appropriate.

SACB CHECKLIST SCORE SHEET

Name _____ Date _____ Time _____

School _____ Area _____

	COMPETENCY	2	1	0	NA	SUPPORTING STATEMENTS OR RECOMMENDATIONS
CLASSROOM INSTRUCTION	The Special Educator can:					
	11. give clear directions and explanations.					
	12. actively involve students in the lessons.					
	13. use class time effectively.					
	14. demonstrate various instructional methods congruent with students' IEPs.					
	15. demonstrate flexibility in using alternative methods when planned methods prove ineffective.					
	16. efficiently conduct routine tasks.					
	17. provide immediate feedback to students.					
	18. demonstrate use of various behavior management systems for managing student behavior.					
	19. create a positive atmosphere in the classroom.					
	20. utilize aides and similar staff effectively.					
	21. write and implement lesson plans that reflect the students' IEPs.					
	22. arrange physical elements (desks, partitions, etc.) to maximize learning.					
	23. provide for various sized groupings simultaneously.					
	24. present instructional tasks in a sequential manner, increasing in number, duration and complexity.					
	25. analyze student errors and provide corrections immediately.					
	26. utilize and/or adapt commercial and/or teacher-made materials.					
	27. teach a lesson in sequential order.					
	28. provide sufficient time for students to practice newly acquired skills.					
	29. provide students with practical applications of newly acquired skills.					
	30. provide activities involving as many senses as possible.					

APPENDIX E

Guidelines for Using SACB Checklist

Guidelines for Using the SACB Checklist for Special Educators

Overview of SACB Checklist for Special Educators

The SACB Checklist was designed to be used as a classroom observation system. It is intended to be one part of a total evaluation system for special educators. The checklist encompasses behaviors observable in a special education class. It contains behavioral criteria with a score assigned to each criteria to facilitate the objective assessment of each competency. The checklist was also designed to be a practical easy-to-use observation system requiring minimal training on the part of observers.

Component of the SACB Checklist

Competencies and Behavioral Criteria. Twenty competencies important for the job performance of special educators comprise the checklist. Each competency has 3 behavioral criteria describing various levels of performance on each of the 20 competencies.

Score Sheet. The score sheet is provided for the observer to summarize the findings of the observation.

Instructions for use

Pre-observation. Observees are appraised that they will be observed on a particular day, at an approximate time. Observers are familiar with the SACB Checklist (See Training Guidelines).

Observation. The observer takes the competencies and criteria and a score sheet into the classroom. The observer observes for a thirty minute period and records the performance of the special educator on the score sheet, using the behavioral criteria to guide the observation. Additional comments for future reference can be recorded on the score sheet.

Post-observation. The observer reviews the record of the observation and completes a copy for the teacher. A conference with the teacher is held. (Areas less than a score of 2 - the teacher will be referred to prescriptive tasks to assist improvement in this area - future development).

Orientation Component

The orientation for observers to use the SACB Checklist requires no more than three hours. The orientation is best accomplished in three-one hour sessions, built around the extremely busy schedule of administrators.

Session one. The objective of session one is to become familiar with the 20 competencies, behavioral criteria and scoring of the competency. The participants are asked to read 5 competencies at a time, then discussion follows. This process continues for the 20 competencies.

Session two. Training participants conduct 2 sample observations on special educators using the Checklist. Participants record any issues needing additional clarification.

Session three. Participants continue to discuss any issues needing additional clarification. The session trainer addresses questions. Participants discuss orientation of staff members and individual schools' procedures for implementation.

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